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ELEMENTS OF
GRAMMAR AND COMPOSITION,

INCLUDING

ANALYSIS AND SYNTHESIS OF SENTENCES,

AND

A COMPLETE SYSTEM OF DIAGRAMS.

BY

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PREFACE

THIS book is intended as a practical manual for the pupil, and a rational guide to the knowledge and use of correct English. In the first portions of the book the plan, as will be seen, is strictly *objective* and progressive. This is followed by a simple and concise system of Analysis, for which the previous exercises have made ample preparation. In connection with the analysis, the synthetic exercises will be found practical and suggestive.

Great importance has been attached to the pupil's own work, in copying, composing, and correcting sentences. If the exercises are faithfully used it is believed that they will do more than formal exercises in composition, not only to confirm right modes of expression, but to induce careful and exact habits of thought.

In the selection of errors for correction, the author has been careful to present, for the most part, only such examples as are in common use and need to be brought frequently and forcibly to the attention of the learner.

The several parts into which the book is divided represent separate and successive stages of study and practice, each forming a natural preparation for that which follows :

1. **Introduction.**—Beginning with the *Sentence*, as the unit of speech, the simple offices of the different classes of words are discriminated, and definitions are *deduced* from the examples and exercises. The simple and modified subject and predicate are carefully illustrated and explained.

2. **Parts of Speech.**—CLASSIFICATION AND MODIFICATIONS.—The objective method is still pursued in the discussion of the modifications of the parts of speech and their various uses. This, with an elementary

view of phrases and clauses, including participles and infinitives, prepares for a complete presentation of the Analysis and Synthesis of sentences.

3. Analysis and Synthesis.—This section will be found to combine completeness with simplicity; and the numerous examples and exercises will afford sufficient material for illustration, and serve for valuable practice in composition.

4. Variety of Expression.—Under this head a series of exercises is given, to supplement the previous section, which will awaken thoughtful attention to the elementary principles of style.

5. Appendix.—This contains, 1. A brief compend of the definitions and rules of grammar, without illustrations; 2. A complete series of rules for the use of Capitals and for punctuation, with illustrative sentences.

6. Diagrams.—The system of Diagrams will be found attractive and, it is believed, useful in illustrating the structure of sentences. They are intended to be typical examples of the most common constructions in the different kinds of sentences, and follow as nearly as may be the order in which the sentence has been discussed in the text.

If the way by example is better than by precept, the author will not entirely have missed his aim. If pupils learn by *seeing*, and confirm and establish their knowledge by practice—the eye, the hand, and the mind, all consenting—this little work, although not claiming to be “grammar and composition without a master,” will furnish, it is hoped, a safe and easy guide to a knowledge of our mother tongue.

It is, at all events, an honest attempt to present the suggestions drawn from many years' experience in the school-room, both in giving class-instruction and in supervising and directing that given by others. The author trusts that this book may prove more satisfactory than the toilsome way in which pupils are often driven to their tasks of memorizing words which, while they profess to teach “how to write and speak correctly,” might as well, for any practical purpose, be in a foreign tongue.



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LESSON I.

THE SENTENCE.

Say something about birds. **Birds build nests.**
Say something about bees. **Bees make honey.**
Say something about children. **Children go to school.**

Did you think about *birds* before you said something? What did you think? Do the words, *birds build nests*, express your thought?

Did you think something about *bees* before you said it? Repeat the words used to express your thought.

Do the words, *children go to school*, express a thought?

Think something about the *sun* and express your thought in words.

1. *Birds build nests*, is called a **sentence**, because the words express a thought.

2. *Bees make honey*, also expresses a thought, and is therefore a **sentence**.

3. *Children go to school*, is a thought expressed in words, and is therefore a **sentence**.

Exercise 1.—Write five sentences expressing thoughts about different things.

4. **Rule.**—Begin the first word of every sentence with a capital letter.

5. **Definition.**—*A sentence is a collection of words so arranged as to express a thought.*

LESSON II.

KINDS OF SENTENCES.

1. The birds sing sweetly.
2. Do the birds sing sweetly?
3. Listen to the birds.
4. How sweetly the birds sing!

Which one of the above sentences states or declares something?

Which one of the above sentences asks a question?

Which one of the above sentences expresses a command?

Which one of the above sentences expresses an emotion of pleasure?

6. Sentences like the first, which state or declare something, are called **declarative sentences**.

7. Sentences like the second, which ask a question, are called **interrogative sentences**.

8. Sentences like the third, which express a command, are called **imperative sentences**.

9. Sentences like the fourth, which express an emotion, are called **exclamatory sentences**.

Exercise 2.—In the following sentences, state which are declarative, interrogative, imperative, or exclamatory:

1. Where have you been?
2. Tell the truth.
3. Work the sixth example
4. What a cold day it is!

5. What do you want ?

8. Do you think it will rain ?

6. Come with me.

9. Who has the answer ?

7. How bright the stars are !

10. I have the answer.

10. **Definition.** — *A declarative sentence is one that states or declares something.*

11. **Definition.** — *An interrogative sentence is one that asks a question.*

12. **Definition.** — *An imperative sentence is one that expresses a command.*

13. **Definition.** — *An exclamatory sentence is one that expresses an emotion.*

LESSON III.

PUNCTUATION AND COMPOSITION.

14. A mark like this . is called a **period**.

15. A mark like this ? is called an **interrogation point**.

16. A mark like this ! is called an **exclamation point**.

1. Diligent pupils progress rapidly.

2. Who is President of the United States ?

3. Listen attentively to the explanation.

4. What beautiful flowers you have !

What kind of sentence is the first ? What mark is placed at the end of it ?

What kind of sentence is the second ? What mark is placed at the end of it ?

What kind of sentence is the third ? What mark is placed at the end of it ?

What kind of sentence is the fourth ? What mark is placed at the end of it ?

Exercise 3.—Make sentences as indicated below, and place the proper mark at the end of each.

DECLARATIVE.

1. The sun ————
2. The stars ————
3. Birds ————
4. Bees ————
5. Fish ————

INTERROGATIVE.

1. Why ————
2. What ————
3. Which ————
4. Who ————
5. When ————

IMPERATIVE.

1. Study ————
2. Obey ————
3. Please ————
4. Ask ————
5. Speak ————

EXCLAMATORY.

1. O, how ————
2. How brightly ————
3. Do look ————
4. How happy ————
5. What ————

17. Rule.—Place a period at the end of every declarative or imperative sentence.

18. Rule.—Place an interrogation point at the end of every interrogative sentence.

19. Rule.—Place an exclamation point at the end of every exclamatory sentence.

LESSON IV.

THE NOUN.

1. The mountain is covered with snow.
2. John let his slate fall on the floor.
3. The bird built its nest in a tree.
4. The boy's book is on the floor.

How many words in the first sentence? Is the first word the *name* of anything? Is the second? Is the third? Is the fourth? Is the fifth? Is the sixth? How many words in the first sentence are names?

Mention the words in the second sentence which are used as names.

- How many words in the third sentence are names? Mention them.
 What words in the fourth sentence are names?

20. Words like *mountain, snow, John, bird, tree, boy's, book, floor*, are called **nouns**.

Exercise 4.—In the following sentences, mention the words which are nouns:

1. We found beautiful flowers in the garden.
2. The dark clouds bring rain.
3. The farmer feeds hay to his horses.
4. When did Columbus discover America?
5. The peaches in the market were in baskets.
6. There are pens, ink, and paper in the desk.
7. The dew-drops sparkled in the sunlight.
8. Books are bound in paper, cloth, and leather.
9. Watches and clocks tell the time of day.
10. It is the mind that makes the body rich.

21. **Definition.**—*A noun is a word used as a name.*

LESSON V.

THE PRONOUN.

1. I am glad that **you** are going.
2. **We** asked **you** to go with **us**.
3. John has a book and **he** will lend it.

What word in the first sentence denotes the person speaking? What word denotes the person spoken to?

What does the word *we* in the second sentence denote? What does the word *us* denote?

Repeat the first sentence, using your own name instead of *I*, and my name instead of the word *you*. Which sounds better?

Would the second sentence sound as well, if you were to use your own name, and two others, instead of *we, you, and us*?

22. Words like *I*, *you*, *we*, and *us*, which are used to denote the person speaking or the person spoken to, are called **pronouns**.

In place of what name is the word *he* used in the third sentence?

In place of what noun is the word *it* used?

How would the sentence read if the nouns for which *he* and *it* are used were substituted for *he* and *it*? Does the sentence sound as well to repeat the nouns as to use *he* and *it*? Try it.

23. Words like *he* and *it*, used instead of nouns, are also called **pronouns**.

Exercise 5.—In the following sentences, mention the words which are pronouns:

1. I am waiting for you to go with me.
2. John asked me to call and see him.
3. Mary needs a new hat and she must have it.
4. The boy can see a fish but he cannot catch it.
5. Did the gentleman ask us to call and see him?
6. The boys asked their teacher to excuse them.
7. John asked his sister Mary to lend him her book.
8. He read it through and gave it back to her.
9. I have asked James to go with me.
10. We will take you along with us if you wish to go.
11. Did they say anything to you about his conduct?

Exercise 6.—Read (or write) the following sentences, using pronouns in place of the nouns in italics:

1. Henry told John that *Henry* would go with *John*.
2. Mary's teacher asked *Mary* to recite *Mary's* lesson.
3. The girls listened to the *girls'* teacher while the *girls' teacher* explained the example.
4. James invited *James's* friend to come and see *James*.
5. The boys went out to play when *the boys* had finished *the boys'* lessons.
6. The dogs chased the fox, but the *dogs* did not catch *the fox*.
7. The teacher told the boys that *the teacher* would read *the boys'* story if *the boys* would keep quiet.

8. The boy's father promised *the boy* a present, if *the boy* would be a good boy.

9. The children came to school, but *the children* did not know *the children's* lesson.

10. If some people would mind *some people's* business, it would be better for *some people*.

24. Definition.—*A pronoun is a word used instead of a noun.*

LESSON VI.

THE ADJECTIVE.

1. **This** room is large.

3. The apple is **sweet**.

2. Write **five** sentences.

4. He is **smart**.

What room is large? What word tells which room is meant?

What word tells how many sentences are to be written?

Do the words *this* and *five* limit the meaning of the nouns to which they are joined?

What kind of apple is spoken of in the third sentence? Does the word *sweet* qualify the meaning of the noun apple?

What does the word *smart* express? Does it express a quality of the person denoted by the pronoun *he*?

25. Words like *this*, *five*, *sweet*, or *smart*, when used to limit or qualify the meaning of a noun or a pronoun, are called **adjectives**.

Exercise 7.—In the following sentences, mention the word which are adjectives and tell what noun each adjective limits or qualifies:

1. Smart boys can learn hard lessons.

2. Light, feathery clouds floated across the summer sea.

3. The first prize was won by a little girl.

4. The young artist painted a beautiful picture.
5. An open mouth shows an empty head.
6. A small leak may sink a great ship.
7. The well is full of cold, clear water.
8. He is rich and he is handsome.
9. The steeple of the new church is tall and slender.
10. Cool water is a refreshing drink in hot weather.

Exercise 8.—Supply suitable adjectives in place of the blanks.

1. A —— pupil will learn a —— lesson in a —— time.
2. The —— children held their picnic in a —— grove.
3. We use —— ink, —— pens, and —— paper.
4. A freshet swept away the —— bridge.
5. —— rabbits have —— eyes and —— ears.
6. He is a —— man and wears a —— hat.
7. The man asked the —— girl for a glass of —— water.
8. You are —— but you are ——.
9. New York is the —— and —— city in the United States.
10. He gathered a —— bouquet of —— flowers.

26. Definition.—*An adjective is a word used to limit or qualify the meaning of a noun or pronoun.*

LESSON VII.

THE VERB.

1. Children **study** lessons.
3. The day **is** warm.
2. Diamonds **sparkle**.
4. The children **are** happy.

Who study? What do they study? Does the word *study* say or assert something about children.

What word asserts something about diamonds?

Does the word warm express a quality of day? What word *asserts* the quality of the day?

What word in the fourth sentence is used to assert something about children?

27. Words like *study*, *sparkle*, *is*, and *are*, used to assert something, are called **verbs**.

Exercise 9.—Mention the verbs in the following sentences:

- | | |
|-----------------------------|---------------------------------------|
| 1. The birds sing sweetly. | 11. Clouds float in the air. |
| 2. The pupils read nicely. | 12. The leaves rustle in the wind. |
| 3. The apples taste sour. | 13. Perseverance overcomes obstacles. |
| 4. The bell rings slowly. | 14. Integrity inspires confidence. |
| 5. They knew their lessons. | 15. Fortune favors the brave. |
| 6. Bees gather honey. | 16. Diligence deserves praise. |
| 7. He gave me a knife. | 17. The river overflowed its banks. |
| 8. Bright eyes sparkle. | 18. James and Henry are friends. |
| 9. Good boys obey. | 19. The tree is very tall. |
| 10. The wind whistles. | 20. They were friends when boys. |

Exercise 10.—Make sentences out of the following by supplying suitable verbs:

- | | |
|--------------------------------|----------------------------------|
| 1. We ——— with pens. | 11. The boys ——— friends. |
| 2. He ——— the chief. | 12. They ——— ball after school. |
| 3. John ——— distinctly. | 13. He always ——— the truth. |
| 4. The sun ——— brightly. | 14. He ——— his word. |
| 5. The teacher ——— the lesson. | 15. His father ——— him. |
| 6. The hunter ——— a deer. | 16. The stars ——— brightly. |
| 7. The fashions ———. | 17. The rain ——— in torrents. |
| 8. The pupils ——— perfectly. | 18. The school ——— large. |
| 9. The pupils ——— nicely. | 19. The mountain ——— very high. |
| 10. The pupils ——— sweetly. | 20. Diligent pupils ——— rapidly. |

Exercise 11.—Write ten sentences, each containing an adjective, a noun or a pronoun, and a verb.

Exercise 12.—Read the sentences you have written and name the adjective, the noun or pronoun, and the verb in each.

Exercise 13.—Change the sentences under Exercise 9, so that they shall be interrogative sentences, and name the verb in each.

28. **Definition.**—A *verb* is a word used to assert something about some person or thing.

LESSON VIII.

THE ADVERB.

1. The robin sings **sweetly**.
2. The rose is **exceedingly** beautiful.
3. The sun shines **very brightly**.

How does the robin sing? What does the word *sweetly* tell? Does *sweetly* add something to the meaning of the verb *sings*, or modify it?

How beautiful is the rose? Does *exceedingly* modify the meaning of the adjective *beautiful*?

29. Words like *sweetly* or *exceedingly*, used to modify the meaning of a verb or an adjective, are called **adverbs**.

What is *brightly*? Why? How brightly does the sun shine? What does *very* modify.

30. Words like *very*, used to modify the meaning of another adverb, are also called **adverbs**.

Exercise 14.—In the following sentences, mention the words which are adverbs:

- | | |
|--|---|
| 1. Some birds fly swiftly . | 11. The work was done well . |
| 2. Robins sing very sweetly . | 12. The man acted foolishly . |
| 3. The grapes are very large . | 13. He seems much better . |
| 4. Good boys obey promptly . | 14. I shall certainly go. |
| 5. The tree is very tall . | 15. Write to us often . |
| 6. He recited the lessons perfectly . | 16. The boys write poorly . |
| 7. The pupils read nicely . | 17. Always speak truthfully . |
| 8. I am agreeably surprised . | 18. The sun shines brightly . |
| 9. They live together happily . | 19. The air is very clear . |
| 10. Why did you go away ? | 20. The night was exceedingly dark . |

Exercise 15.—Copy the following sentences, supplying suitable adverbs in place of the blanks.

1. The skaters glide ——— and ——— over the ice.
2. Pupils should listen ——— and ——— to their teacher.

3. The rider was thrown —— and the horse ran ——.
4. The story was —— funny and we laughed ——.
5. I was —— busy or I would have come ——.
6. The children study —— and improve ——.
7. The soldiers fought —— but were —— defeated.
8. We were —— surprised by a —— cordial welcome.
9. The men work —— but the work will be done —— and → ——.
10. —— think —— before you speak ——.

31. **Definition.**—*An adverb is a word used to modify the meaning of a verb, an adjective, or another adverb.*

LESSON IX.

THE PREPOSITION.

1. The road **over** *the mountain* is dangerous.
2. Children study **at** *home* and recite **in** *school*.
3. Henry called **for** *me* and I went **with** *him*.

What road is dangerous? What words point out the particular road? Are these words used like an *adjective* to limit the noun *road*?

Where do children study? Where do children recite? Are the words *at home* used like an *adverb* to modify the verb *study*? What words modify the verb *recite*?

For whom did Henry call? Do the words *for me* modify the verb *called*? What words modify the verb *went*?

32. Two or more words taken together, like *over the mountain*, *at home*, *for me*, and used to limit or modify, like an adjective or an adverb, are called a **phrase**.

Exercise 16.—Mention the phrases in the following sentences, and state what word each phrase limits:

- | | |
|----------------------------------|--------------------------|
| 1. Look across the street. | 4. John is at home. |
| 2. Come with me. | 5. He hid behind a tree. |
| 3. Do not lean against the desk. | 6. I stood between them. |

- | | |
|----------------------------------|-----------------------------------|
| 7. Sit by the window. | 14. He jumped over the fence. |
| 8. Will you go into the house? | 15. Are you going to school? |
| 9. He is discharged from school. | 16. We sat under a tree. |
| 10. We are in school. | 17. Is your sister in the garden? |
| 11. The bird flew into a tree. | 18. Berries grow upon bushes. |
| 12. Bring a glass of water. | 19. Will you go with me? |
| 13. The book lies on the desk. | 20. I will go without you. |

1. The *cottage* **on** the *hill* is my brother's.
2. The *cottage* **beneath** the *hill* is mine.
3. I *live* **near** the *city*; you *live* **in** the *city*.
4. The teacher *sat* **beside** *me*; you *sat* **behind** *me*.

Name the phrases in these sentences, and tell what each limits. What kind of words are *hill* and *city*? What kind of word is *me*?

In the phrase *on the hill*, what word shows the position or relation of *cottage* to *hill*? What does *beneath* show? Is the same relation shown by *near* as by *in*? What two words in the fourth sentence show relation? Between what words do they show the relation?

33. Words like *on*, *beneath*, *near*, *in*, *beside*, *behind*, used in a phrase, and showing the relation of a noun or a pronoun following, to some other word, are called **prepositions**.

Exercise 17.—Mention the prepositions in the sentences under Exercise 16, and state between what words they show the relation.

Exercise 18.—Write ten sentences, using one or more of the following prepositions in each:

- | | | | |
|--------|-----------|-------------|--------------|
| 1. at. | 6. by. | 11. from. | 16. above. |
| 2. in. | 7. into. | 12. upon. | 17. around. |
| 3. of. | 8. up. | 13. over. | 18. behind. |
| 4. on. | 9. for. | 14. under. | 19. between. |
| 5. to. | 10. with. | 15. before. | 20. beyond. |

34. **Definition.**—A *preposition* is a word used in a phrase to show the relation of the noun or pronoun following it, to the word which the phrase limits.

LESSON X.

THE CONJUNCTION.

1. Henry **and** William are good friends.
2. Do you study in school **or** at home?
3. I will assist if you will allow me.
4. He is poor **but** he is honest.

What word connects the nouns *Henry* and *William*?

What word connects the phrases *in school* and *at home*?

What word connects the clause *you will allow me* with *I will assist*?

What word connects the sentences *he is poor* and *he is honest*?

35. Words like *and*, *or*, *if*, and *but*, used to connect words, phrases, clauses, or sentences, are called **conjunctions**.

36. A sentence like, [*If*] *you will allow me*, when used to explain or limit a principal sentence, is called a **clause**.

37. Sentences like, *he is poor*, and, *he is honest*, when connected by a conjunction to form *one* sentence, are called **members** of the sentence.

Exercise 19.—Mention the conjunctions in the following sentences, and tell what each connects:

1. Is grammar or arithmetic your favorite study?
2. James and Henry study and play together.
3. Do you spend your vacations at the seaside or in the mountains?
4. The bee hums merrily as it flies from flower to flower.
5. We were comfortable in the shade, though the day was very hot.
6. I honor him, for he is a good man.
7. I asked James to go because I could trust him.
8. We will go in for a moment but we cannot stay.
9. I will explain the lesson if you will listen attentively.
10. You must not go unless your parents give you permission.
11. Come with us and we will show you the way.
12. Cease to do evil and learn to do well.

Exercise 20.—Copy the following sentences, supplying suitable conjunctions in place of the blanks :

1. We should have gone - - - we had been invited.
2. They reached the depot ——— they were too late.
3. This is a bright ——— pleasant day.
4. The boys ——— girls read slowly ——— distinctly.
5. We waited a long time ——— you did not come.
6. The man is poor ——— he is honest.
7. The soldiers fought bravely ——— they were defeated.
8. Which are you more fond of, fishing ——— skating ?
9. I shall not be late --- - I should be detained.
10. Did the teacher keep him in ——— he failed in arithmetic ?

38. Definition.—*A conjunction is a word used to connect words, phrases, clauses, or sentences.*

LESSON XI.

THE INTERJECTION.

1. **Hush!** hush! you should be quiet.
2. **Aha!** I thought I should find you.
3. **Hark!** I think I hear some one coming.
4. **Hurrah!** we have won the game.

39. Words used like *hush, aha, hark, hurrah*, to express surprise or emotion, are called **interjections**.

Exercise 21.—In the following sentences, mention the words which are interjections :

1. Ha! ha! you think you have caught me.
2. Adieu! I cannot stay with you longer.
3. Huzza! huzza! long live Lord Robin!
4. Pshaw! this is not what I wanted.
5. Fudge! you are talking more nonsense.

6. What! are you also against me?
7. Alas! they had been friends in youth.
8. Bah! that's the third umbrella gone since Christmas.
9. Oh! what a time we had getting home!

Exercise 22.—Write ten sentences, using one of the following interjections in each:

- | | | | |
|------------|------------|-------------|-------------|
| 1. oh. | 6. fie. | 11. bravo. | 16. hark. |
| 2. aha. | 7. alas. | 12. pshaw. | 17. ho. |
| 3. hey. | 8. ha. | 13. adieu. | 18. fudge. |
| 4. hurrah. | 9. indeed. | 14. ahoy. | 19. hush. |
| 5. huzza. | 10. what. | 15. halloo. | 20. zounds. |

40. Rule.—An exclamation point (!) is usually placed after an interjection.

41. Definition.—An *interjection* is a word used to express surprise or emotion.

LESSON XII.

A, AN, AND THE.

- | | |
|--------------------------------|---------------------------------|
| 1. A rose is beautiful. | 3. The rose is white. |
| 2. An apple is round. | 4. The apples are sweet. |

Does the first sentence mean that some particular rose is beautiful, or that any rose is beautiful?

Does the second sentence mean that some particular apple, or that any apple, is round?

Does the third sentence mean that some particular rose is white?

Does the fourth sentence mean that *all* apples are sweet?

42. *A* rose means *any* rose. *An* apple means *any* apple.

43. *The* rose means *some particular* rose. *The* apples, *particular* apples.

44. **A** and **an** mean *one*, and are used only when a *single* object is spoken of ; as, *a* rose, *an* apple.

45. **The** may be used either when one is spoken of, or more than one ; as, *the* rose, *the* roses.

46. *A* is used before words beginning with a *consonant* sound ; as, *a* rose, *a* round apple. *An* is used before words beginning with a *vowel* sound ; as, *an* apple, *an* early rose.

47. *A*, *an*, and *the*, are used to limit the meaning of nouns, and are therefore **adjectives**. They are also called **articles**.

48. *A* and *an* are called **indefinite articles**, because they do not point out a particular object.

49. *The* is called the **definite article**, because it is used to point out a particular object or objects.

Exercise 23.—Mention the articles in the following sentences, and state whether they are definite or indefinite, and what noun each limits :

1. The boy we sent met a boy he knew and played by the way.
2. The man we saw shot a rabbit, a squirrel, and an owl.
3. The teacher gave a hard lesson in geography and an easy one in history.
4. The country possessed a fertile soil, a variety of scenery, an abundance of game and a healthful climate.
5. He was a ready orator, an elegant poet, a skillful gardener, an excellent cook, and a most contemptible sovereign.

Exercise 24.—Complete the following sentences by supplying indefinite articles :

- | | |
|-----------------------------|----------------------------|
| 1. Webster was — statesman. | 7. He is — honest man. |
| 2. Webster was — orator. | 8. He is — rich man. |
| 3. He is — dear friend. | 9. He is — earnest man. |
| 4. He is — old friend. | 10. — owl looks wise. |
| 5. Hand me — arithmetic. | 11. We have — easy lesson. |
| 6. Hand me — grammar. | 12. I wrote — letter. |

- | | |
|---------------------------------|----------------------------------|
| 13. Did you ever see — ostrich? | 17. — cousin and — uncle called. |
| 14. I have seen — eagle. | 18. He lives in — brick house. |
| 15. Was it — live eagle. | 19. It was — fatal accident. |
| 16. Bring — knife and — apple. | 20. They landed on — island. |
-

LESSON XIII.

THE PARTS OF SPEECH.

50. We communicate our thoughts by speaking or writing sentences. Our speech, whether spoken or written, is made up of sentences.

51. *The different classes of words* used in forming sentences are called **parts of speech**. Every word in the language belongs to one or another of these classes. They are :

1. **Nouns**—words used as names.
2. **Pronouns**—words used instead of nouns.
3. **Adjectives**—words used to limit or qualify nouns or pronouns.
4. **Verbs**—words used to assert something of a *subject*.
5. **Adverbs**—words used to limit verbs, adjectives, or adverbs.
6. **Prepositions**—words used in phrases to show the relation of nouns or pronouns following, to other words.
7. **Conjunctions**—words used to connect words, phrases, clauses, or sentences.
8. **Interjections**—words used to express surprise or emotion.

52. MODEL FOR ORAL EXERCISE.

1. Attentive pupils progress pleasantly and rapidly.
2. Adieu ! I cannot stay longer with you.

WORD.	WHAT THE WORD DOES.	WHAT THE WORD IS.
Attentive	<i>qualifies</i> the noun pupils ;	therefore it is an adjective.
Pupils	is a <i>name</i> ;	therefore it is a noun.
Progress	<i>asserts</i> something about pupils ;	therefore it is a verb.
Pleasantly	<i>modifies</i> the verb progress ;	therefore it is an adverb.
And	<i>connects</i> the words pleasantly and rapidly ;	therefore it is a conjunction.
Adieu	expresses an <i>emotion</i> ;	therefore it is an interjection.
I	<i>represents</i> the person speaking ;	therefore it is a pronoun.
With	shows the <i>relation</i> between <i>you</i> and <i>stay</i> ;	therefore it is a preposition.

53. MODEL FOR WRITTEN EXERCISE.

1. Skaters glide swiftly and smoothly over fields of ice.
2. I will explain the example if you will listen attentively.
3. Good-by ! we must leave you now, but we will be back soon.
4. Can you learn this lesson easily ?
5. Light, feathery clouds floated above our heads, and oh ! how beautiful they were !

NOUNS.	PRO-NOUNS.	ADJECTIVES.	VERBS.	ADVERBS.	PREPOSITION.	CONJUNCTIONS.	INTERJECTIONS.
skaters.	I.	the.	glide.	swiftly.	over.	and.	good-by.
fields.	you.	this.	will explain.	smoothly.	of.	if.	oh.
ice.	we.	light.	will listen.	attentively.	above.	but.	
example.	you.	feathery.	must leave.	now.		and.	
lesson.	we.	beautiful.	will be.	back.			
clouds.	you.		can learn.	soon.			
heads.	our.		floated.	easily.			
	they.		were.	how.			

Exercise 25.—Distinguish the different parts of speech in the following sentences, as in the foregoing table :

1. Boston is the largest city in New England.
 2. We found some violets in the woods.
 3. You have been idle and now you must study diligently.
 4. The old oaken bucket hangs in the well.
 5. Did you put the flowers on the table in the parlor ?
 6. Her voice was ever gentle, soft, and low.
 7. The sails of English ships whiten every sea.
 8. The men rolled a large round stone down the hill, and oh ! how swiftly it did go !
 9. The way was long, the wind was cold ;
The minstrel was infirm and old.
 10. A foot more light, a step more true,
Ne'er from the heath-flower dashed the dew.
-

LESSON XIV.

SENTENCE - BUILDING.

54. In the previous lesson you were required to take sentences to pieces and tell what each word did, or the part it performed, in the sentence, and to name the part of speech. In this lesson you have just the opposite to do. A list of words is given, out of which you are to build sentences.

What is a sentence ? With what kind of letter should each sentence begin ? Name the four different kinds of sentences and define each. What mark should be placed at the close of each ?

Exercise 26.—Write ten sentences, each containing a noun or a pronoun, a verb, and an adjective or an adverb, selecting words from the list.

Illustrations.—Flowers are beautiful. John recited perfectly. It is a long lesson.

Exercise 27.—Write ten sentences, each containing a pronoun and a conjunction, and any of the other parts of speech you choose.

Illustrations.—John saw a boy *and* spoke to *him*. The boy *and* his sister studied together.

Exercise 28.—Write five sentences, each containing a preposition, and five, each containing an interjection.

Illustrations.—John gave the books *to* his sister. The birds are *in* the trees. *Halloo!* here you are.

THE LIST OF WORDS.

	NOUNS.	PRO- NOUNS.	ADJEC- TIVES.	VERBS.	ADVERBS.	PREPO- SITIONS.	CONJUNC- TIONS.	INTER- JECTIONS.
1	John.	I.	a, an, the.	gave.	together.	in.	and.	oh.
2	boy.	we.	some.	recited.	here.	to.	but.	ah.
3	girl.	you.	kind.	spoke.	pleasantly.	of.	for.	hurrah.
4	sister.	he.	hard.	saw.	perfectly.	by.	if.	alas.
5	bees.	she.	small.	studied.	kindly.	into.	unless.	ha.
6	birds.	it.	beautiful.	flew.	brightly.	with.	though.	indeed.
7	trees.	his.	green.	is.	sweetly.	upon.	or.	pshaw.
8	flowers.	her.	new.	are.	swiftly.	over.	as.	adien.
9	books.	they.	long.	were.	nicely.	above.	because.	halloo.
10	lessons.	them.	easy.	has.	clearly.	after.	although.	hush.

Review the sentences you have written, and tell what kind of sentence each is, and why. Mention the phrases, if any, in each sentence. Use capitals where they are needed.

LESSON XV.

HOW TO WRITE A LETTER.

55. In writing a letter it is necessary not only to have all the words spelled correctly, but each part must be in its proper place. Copy the following letter, being careful to imitate the arrangement.

[Begin your letter at some distance below the top of your paper.]

(DATE.)

Delavan House, Albany, N. Y.,

August 10, 1880.

(ADDRESS.)

My dear Mother:

(BODY OF LETTER.)

I promised to write to you the first opportunity, and I am up early this morning in order to do so before leaving for Saratoga.

Father and I enjoyed the ride from Boston to Albany very much. A shower cooled the air, and the scenery was delightful.

Last evening we took a ride through the Park, and, on our way back, visited the new Capitol. It is not yet finished, but, to me, it seems very grand.

We anticipate much pleasure at Lake George and in the Adirondacks. I will write you frequently.

(SUBSCRIPTION.)

Your affectionate son,

Harry Smith.

Exercise 29.—Write a short letter to your father or mother, telling how you spend your time in school.

Exercise 30.—Write a letter to your teacher, telling where and how you spent your vacation.

LESSON XVI.

SUBJECT AND PREDICATE.

1. Birds **fly**.
2. The ship **will sail**.
3. Good children **obey promptly**.
4. The light of the sun **makes the day**.

What fly? About what is something said in the first sentence? About what is something said in the second sentence? In the third? What makes the day?

56. The part of the sentence which mentions that about which something is said, is called the **subject**.

What is the subject of the first sentence? Of the second? Of the third? Of the fourth?

What is said about *birds*? About *the ship*? About *good children*? About *the light of the sun*?

57. The part of the sentence which says something about the subject, is called the **predicate**.

What is the predicate of the first sentence? Of the second? Of the third? Why is *makes the day* the predicate of the fourth sentence?

Exercise 31.—Name the subject and the predicate in each of the following sentences:

- | | |
|----------------------------------|---------------------------------------|
| 1. The tempest rages furiously. | 11. The dew sparkles on the flowers. |
| 2. The merry bells jingle. | 12. Bright banners wave in the air. |
| 3. The pupils draw maps. | 13. Rabbits burrow in the ground. |
| 4. The trees are budding. | 14. The dark clouds bring rain. |
| 5. Wheat waves in the valley. | 15. Diligent pupils progress rapidly. |
| 6. We sailed across the bay. | 16. Good boys obey promptly. |
| 7. The water was frozen. | 17. Tall trees shade the street. |
| 8. The children sing gayly. | 18. The cool air is refreshing. |
| 9. The boys rowed well. | 19. A small leak may sink a ship. |
| 10. The dreary rain still falls. | 20. Cool water is a refreshing drink. |

Exercise 32.—Make sentences by supplying subjects as indicated :

- | | |
|-----------------|----------------------------|
| 1. ——— fly. | 11. ——— is ringing. |
| 2. ——— swim. | 12. ——— are large. |
| 3. ——— run. | 13. ——— is cold. |
| 4. ——— crawl. | 14. ——— was caught. |
| 5. ——— jump. | 15. ——— ran away. |
| 6. ——— sing. | 16. ——— flow rapidly. |
| 7. ——— chatter. | 17. ——— were broken. |
| 8. ——— talk. | 18. ——— are shining. |
| 9. ——— squeal. | 19. ——— are in bloom. |
| 10. ——— cackle. | 20. ——— covers the ground. |

Exercise 33.—Make sentences by supplying predicates as indicated :

- | | |
|------------------|------------------------|
| 1. Soldiers ———. | 11. The wind ———. |
| 2. Children ———. | 12. The children ———. |
| 3. Men ———. | 13. The apple ———. |
| 4. Dogs ———. | 14. The grapes ———. |
| 5. Lions ———. | 15. The fields ———. |
| 6. Trees ———. | 16. The teacher ———. |
| 7. Diamonds ———. | 17. The pupils ———. |
| 8. Stars ———. | 18. Smart pupils ———. |
| 9. Generals ———. | 19. Good children ———. |
| 10. Kings ———. | 20. Pure air ———. |

58. Definition.—*The subject of a sentence is the part which mentions that about which something is said.*

59. Definition.—*The predicate of a sentence is the part which states what is said about the subject.*

60. These definitions of **subject** and **predicate** apply more especially to the *declarative sentence*.

61. For the present, the subject and predicate of *interroga-*

tive, imperative, and exclamatory sentences will be most readily determined by the methods given below :

1. The **interrogative sentence**.—The subject and predicate of an interrogative sentence may be readily determined by changing it into the declarative form. Thus, in the sentence, **Are you ready?** the subject is **you** and the predicate is **are ready**, as though it were written **You are ready**. **What did you say?** (You did say what.)

2. The **imperative sentence**.—The subject of an imperative sentence represents the person commanded, and is generally *thou* or *you* understood ; and the predicate expresses the command. Thus, in the sentence, **Speak distinctly**, the subject is **thou**, understood, and the predicate is, **Speak distinctly**.

3. The **exclamatory sentence**.—The exclamatory sentence may have the construction of a *declarative*, an *interrogative*, or an *imperative* sentence, and its subject and predicate are determined accordingly.

Exercise 34.—Mention the subject and the predicate of each of the following sentences :

- | | |
|-----------------------------|----------------------------------|
| 1. Always speak the truth. | 11. The daisy decks the field. |
| 2. Have you the answer? | 12. Shall we take a walk? |
| 3. Pure water is wholesome. | 13. Bring me a glass of water. |
| 4. Are the apples sweet? | 14. Violets bloom in spring. |
| 5. The grapes are sour. | 15. Will you go with me? |
| 6. Work the first example. | 16. Have you studied the lesson? |
| 7. When are you going? | 17. How the wind blows! |
| 8. The nights are cool. | 18. How brightly the sun shines! |
| 9. Are the children smart? | 19. See that beautiful bird! |
| 10. Is the story true? | 20. Are we not happy? |

Exercise 35.—Write five declarative sentences, five imperative sentences, five interrogative sentences, and five exclamatory sentences, and be prepared to state the subject and predicate of each.

LESSON XVII.

SIMPLE AND MODIFIED SUBJECT.

1. *Large ships* sail rapidly.
2. *The old oaken bucket* hangs in the well.
3. *The leaves of the trees* rustle in the wind.

What is the subject of the first sentence? Of the second? Of the third?

Which word in the subject of the first sentence is a *noun*? Which word is an *adjective*? Do the two words together describe that about which the predicate says something?

Which word in the subject of the second sentence is a *noun*? By how many *adjectives* is it limited? Does it require all of these words to describe completely that about which something is said?

Which word in the subject of the third sentence simply mentions or names that about which something is said? By what is it limited?

62. The *principal* word in the subject is called the **simple subject**.

63. The *simple subject* together with the *word or words which limit it*, is called the **modified subject**.

Exercise 36.—Mention the simple subject and the modified subject in each of the following sentences:

1. The gentle rain refreshed the thirsty flowers.
2. A serene mind makes a cheerful countenance.
3. A large, high maple shades the garden.
4. Empty vessels make the greatest sound.
5. A narrow cave ran in beneath the cliff.
6. The bell in the steeple rang slowly.
7. A beautiful flower always gives pleasure.
8. The man of wisdom is the man of years.
9. Does that large, fine house belong to the wealthy merchant?
10. Sparkling water from a cool spring refreshed the travelers.

LESSON XVIII.

SIMPLE AND MODIFIED PREDICATE.

1. Some birds **sing** *sweetly*.
2. The soldiers **fought** *very bravely*.
3. The old oaken bucket **hangs** *in the well*.

What is the predicate of the first sentence? Of the second?

Which word in the predicate of the first sentence is a *verb*? By what word is the verb modified? Do the two words together say more about the *subject* than the verb does alone?

Which word in the predicate of the second sentence is a *verb*? Why? By what words is it modified?

Which word in the predicate of the third sentence is a *verb*? Why? By what is it modified?

64. The *verb* in the predicate is called the **simple predicate**.

65. The *simple predicate* together with its *modifiers* is called the **modified predicate**.

In the third sentence, the simple predicate is *hangs*; the modified predicate is *hangs in the well*.

Exercise 37.—Mention the simple predicate and the modified predicate in each of the following sentences:

- | | |
|---------------------------------|--|
| 1. The soldiers fought bravely. | 11. Dew sparkles in the sun. |
| 2. Children listen attentively. | 12. Wave the banners in the air. |
| 3. Summer rain falls softly. | 13. Leaves rustle in the wind. |
| 4. Berries grow upon bushes. | 14. Clouds float in the air. |
| 5. The boy whistles merrily. | 15. Shall we sail on the lake? |
| 6. How loudly the clock ticks! | 16. Wheat grows in the valley. |
| 7. Always speak distinctly. | 17. The children play together nicely. |
| 8. They live together happily. | 18. Rabbits burrow in the ground. |
| 9. Robins sing very sweetly. | 19. Will you write to us frequently? |
| 10. The time passes swiftly. | 20. We leave early in the morning. |

LESSON XIX.

COMPLEMENTS OF THE PREDICATE.

- | | |
|-------------------------------|-------------------------------------|
| 1. Birds fly. | 3. The tree is tall . |
| 2. Birds build nests . | 4. The pupils are children . |

What is the predicate of the first sentence? Why? What do the birds do? Does the verb *fly* fully express what the birds do?

What is the predicate of the second sentence? Why? What do the birds do? Does the verb *build* fully express what the birds do? What do birds build? What word is used with the verb *build* to express what birds do? What part of speech is *nests*? Is *nests* the name of that on which the action terminates?

66. A noun like *nests*, which completes the assertion made by the verb and names that on which the action terminates, is called the **object of the verb**.

What is the predicate of the third sentence? Why? Which word does the asserting? What does it assert? Does the tree do anything? Does *is* assert an action of the tree, or a quality of the tree? What does *tall* qualify? What part of speech is it?

67. An adjective like *tall*, which completes the predicate and limits the subject, is called a **predicate adjective**.

What is the predicate of the fourth sentence? Why? Which word does the asserting? What does it assert? Does it assert any *action*? Do the pupils do anything to the children? Do the nouns *children* and *pupils* refer to the same persons? Does the noun *children* tell something about *pupils*?

68. A noun like *children*, which completes the predicate and refers to or explains the subject, is called a **predicate noun**.

69. The *object of a verb*, naming that *on which* the action terminates, is called an **objective complement**.

70. *Predicate adjectives* and *predicate nouns* are called **attributive complements**.

71. [The *simple predicate with its complements*, is called the **complete predicate**.]

Exercise 38.—Mention the complement of the predicate in each of the following sentences, and state whether it is an objective or an attributive complement; and if attributive, whether it is a noun or an adjective:

- | | |
|-----------------------------------|-------------------------------------|
| 1. Windham is a village. | 11. The wind sways the branches. |
| 2. The scenery is fine. | 12. The lightning struck the tree. |
| 3. The mountains are grand. | 13. Coal is an opaque mineral. |
| 4. The evenings are cool. | 14. Cork is the bark of a tree. |
| 5. The roads are excellent. | 15. Ceylon is a beautiful island. |
| 6. The people are intelligent. | 16. Naples is a large city. |
| 7. The ladies admire the scenery. | 17. The sun melted the snow. |
| 8. The children gather flowers. | 18. The teacher praised the pupils. |
| 9. The men climb the mountains. | 19. The lesson was very long. |
| 10. Every moment is precious. | 20. Smart boys learn hard lessons. |

Exercise 39.—Write five sentences, each containing a modified subject; five containing a modified predicate; five containing an objective complement; five containing a predicate adjective; five containing a predicate noun.

Exercise 40.—Name the simple subject and the modified subject in each; the simple predicate and the modified, or the complete, predicate.

Exercise 41.—Name the parts of speech in order, in each of the sentences you have written.

Exercise 42.—Copy the definitions in order, in the foregoing lessons, and write a sentence to illustrate each definition.

PARTS OF SPEECH. CLASSIFICATION AND MODIFICATIONS.

LESSON XX.

COMMON AND PROPER NOUNS.

1. **William** is a boy. 3. A **river** flows by a **city**.
2. **Brooklyn** is a city. 4. The **Hudson** flows by **Albany**.

Mention the nouns in the first sentence. Why is *William* a noun? Is it the name of a single individual? Is *boy* the name of a particular individual only, or the name of a class of individuals, each of whom may be called a boy?

In the second sentence, which noun is the name of a particular place? Which is a name applicable to a great many places?

Mention the nouns in the third sentence. Do you know what river and city are meant? Mention the nouns in the fourth sentence. Do you know what river and city are meant?

72. Nouns like *boy*, *city*, and *river*, which are the names of *classes* of persons or objects, are called **common nouns**.

73. Nouns like *William*, *Brooklyn*, and *Hudson*, which are the names of particular individuals, places, or objects, are called **proper nouns**.

Exercise 43.—Mention the nouns in the following sentences. State whether they are common or proper, and why.

1. The fisher left his skiff to rock in the surf.
2. When Burgoyne was born, Napoleon and Wellington were boys.
3. In the city of Venice, the people travel in gondolas instead of carriages.
4. Charles Dickens, the great novelist, of England, wrote a story entitled *David Copperfield*.
5. Christmas is observed as a holiday throughout the Christian world.
6. Peter Minuit bought the island of Manhattan, from the Indians, for twenty-four dollars.
7. All night the chiefs before their vessel lay.
8. The Lord is a great God above all gods.
9. Gold and silver are found in great quantities in Colorado.
10. Glorious New England! Around thy hills and mountains cling, like gathering mists, the mighty memories of the Revolution.

Exercise 44.—Write ten common nouns and ten proper nouns.

74. Rule.—The first letter of a proper noun should always be a capital.

75. Definition.—*A common noun is the name common to all of a class of individuals or objects.*

76. Definition.—*A proper noun is the name of a particular individual or object.*

LESSON XXI.

COLLECTIVE, ABSTRACT, AND VERBAL NOUNS.

1. Class, group, flock, army, family.
2. Sweetness, bravery, beauty, strength.
3. Walking and rowing are healthy exercises.

Is *class* the name of a single individual or of several taken together?

Is *group* the name of a single object or of several objects taken together?

Of what is *flock* the name? Of what is *army* the name? *Family*?

77. Nouns like *class*, *group*, *flock*, etc., which are names of a *collection of objects*, are called **collective nouns**.

Is *sweetness* the name of an object or of the quality of an object?

Is *bravery* the name of a person, or of a quality or attribute of a person?

78. Nouns like *sweetness*, *bravery*, *beauty*, etc., which are names of *qualities* or *attributes* of objects, are called **abstract nouns**.

Remark.—Such words as these do not qualify nouns, but are the *names* of qualities.

Of what is *walking* the name? Of what is *rowing* the name?

79. Names of actions, like *walking*, *rowing*, *seeing*, etc., are called **verbal nouns**.

Exercise 45.—State whether the nouns in the following sentences are proper, common, collective, abstract, or verbal, and why:

1. Great herds of buffalo roam over our western prairies.
2. Hunting, fishing, and driving, occupied the most of my time during vacation.
3. Industry, honesty, and temperance, are essential to happiness.
4. James and John have gone to college to study law.
5. The happiness of life is made up of minute fractions—the little soon-forgotten charities of a kiss, a smile, a kind look, a heartfelt compliment in the disguise of a playful raillery, and the countless other infinitesimals of pleasant thought and feeling.

Exercise 46.—Write ten collective nouns, ten abstract nouns, and ten verbal nouns.

80. **Definition.**—A *collective noun* is the name of a collection of objects.

81. **Definition.**—*An abstract noun is the name of a quality or attribute considered apart from its object.*

82. **Definition.**—*A verbal noun is the name of an action.*

LESSON XXII.

GENDER OF NOUNS.

1. Man, boy, gentleman, prince, lion.
2. Woman, girl, lady, princess, lioness.
3. Book, desk, house, road, river.

Of what sex are the objects denoted by the nouns *man, boy, etc.*?

Of what sex are the objects denoted by the nouns *woman, girl, etc.*?

Do the nouns *book, desk, etc.*, denote objects of either sex or without sex?

83. Nouns like *man, boy, etc.*, which denote objects of the *male sex*, are called **masculine nouns**, or nouns of the **masculine gender** (351, I).

84. Nouns like *woman, girl, etc.*, which denote objects of the *female sex*, are called **feminine nouns**, or nouns of the **feminine gender**.

85. Nouns like *book, house, etc.*, which denote objects *without sex*, are called **neuter nouns**, or nouns of the **neuter gender**.

Nouns like *parent, neighbor, child, merchant, teacher, etc.*, which may be applied to *either sex*, are, by some grammarians, said to be of the **common gender**. The gender of such nouns, however, is usually indicated by the context, and the pupil more correctly states the truth by simply saying, the noun may be either masculine or feminine.

Exercise 47.—State whether the nouns in Exercises 38 and 43 are of the masculine, feminine, or neuter gender, and why.

LESSON XXIII.

HOW TO DISTINGUISH THE GENDER OF NOUNS.

86. The gender of nouns is distinguished in three ways :

	<i>Masculine.</i>	<i>Feminine.</i>
1. By a difference of termination.	host, hunter, actor,	hostess. huntress. actress.
2. By the use of different words.	boy, father, king,	girl. mother. queen.
3. By prefixing a distinguishing word.	man servant, male child, he goat,	maid servant. female child. she goat.

Exercise 48.—Form the feminine gender of the following nouns by annexing *ess* to the masculine :

1. host.	6. lion.	11. Quaker.	16. peer.
2. hermit.	7. poet.	12. deacon.	17. priest.
3. author.	8. heir.	13. shepherd.	18. prophet.
4. giant.	9. tailor.	14. patron.	19. tutor.
5. Jew.	10. count.	15. prior.	20. baron.

Exercise 49.—Form the feminine gender of the following nouns by changing the termination *er*, *or*, or *rer*, into *ress* :

1. porter.	6. protector.	11. actor.	16. idolater.
2. songster.	7. proprietor.	12. arbiter.	17. sorcerer.
3. waiter.	8. inventor.	13. benefactor.	18. murderer.
4. traitor.	9. instructor.	14. enchanter.	19. adventurer.
5. teamster.	10. hunter.	15. ambassador.	20. founder.

Exercise 50.—Study the formation of the feminine gender of the following nouns, and be prepared to write either the masculine or feminine from dictation :

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
1. hero,	heroine.	6. executor,	executress.
2. duke,	duchess.	7. testator,	testatrix.
3. negro,	negress.	8. widower,	widow.
4. emperor,	empress.	9. bridegroom,	bride.
5. tiger,	tigress.	10. signor,	signora.

LESSON XXIV.

NUMBER OF NOUNS.

- | | |
|---------------------|--------------------------|
| 1. The boy studies. | 3. The lesson is hard. |
| 2. The boys study. | 4. The lessons are hard. |

How many *boys* are spoken of in the first sentence? How many in the second sentence? How many *lessons* in the third? In the fourth sentence, is *one* lesson meant, or more than one? How is this indicated? What change occurs in the spelling of the noun *boy*, when you desire to indicate *more than one*?

Can you tell by its form or spelling whether a noun indicates *one*, or *more than one*?

87. Nouns like *boy* and *lesson*, which denote *but one*, are in the **singular number** (351, II).

88. Nouns like *boys* and *lessons*, which denote *more than one*, are in the **plural number**.

Exercise 51.—In Exercise 4, state which nouns are singular and which are plural, and why.

Exercise 52.—Copy from your reading book twenty singular nouns and twenty plural nouns.

LESSON XXV.

HOW TO FORM THE PLURAL OF NOUNS.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. book,	books.	5. class,	classes.
2. school,	schools.	6. church,	churches.
3. river,	rivers.	7. dish,	dishes.
4. lake,	lakes.	8. box,	boxes.

What is the plural of book? Of school? Of river? Of lake? How is the plural of each of these nouns formed?

89. Rule.—The plural of nouns is usually formed by annexing *s* to the singular.

What is the last letter of the noun *class*? How is the plural formed? What are the last two letters of the noun *church*? How is the plural formed? What are the last two letters of the noun *dish*? How is the plural formed? What is the last letter of the noun *box*? How is the plural formed?

Exercise 53.—Write (or spell orally) the plural of the following nouns:

1. desk.	6. speech.	11. fox.	16. hill.
2. table.	7. bush.	12. coach.	17. wish.
3. street.	8. glass.	13. road.	18. watch.
4. flower.	9. atlas.	14. house.	19. globe.
5. fish.	10. branch.	15. field.	20. bunch.

90. Rule.—The plural of nouns ending in *s*, *ch*, *sh*, or *x*, is formed by annexing *es* to the singular.

Exercise 54.—Copy the following, and notice how the plural is formed in each:

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. valley,	valleys.	5. story,	stories.
2. monkey,	monkeys.	6. history,	histories.
3. turkey,	turkeys.	7. enemy,	enemies.
4. holiday,	holidays.	8. luxury,	luxuries.

What is the plural of valley? Of monkey? Of turkey? Of holiday?
How is the plural of each of these nouns formed?

What is the plural of story? Of history? Of enemy? Of luxury?
How is the plural of each of these nouns formed?

91. Rule.—When the singular ends in *y* preceded by a vowel (*a, e, i, o, or u*), the plural is formed by annexing *s*; when the final *y* is preceded by a consonant (any letter except a vowel) the plural is formed by changing *y* into *i* and annexing *es*.

Exercise 55.—Write (or spell orally) the plural of the following nouns:

- | | | | |
|---------|------------|-------------|--------------|
| 1. toy. | 6. army. | 11. valley. | 16. journey. |
| 2. joy. | 7. study | 12. city. | 17. chimney. |
| 3. day. | 8. baby. | 13. bounty. | 18. pulley. |
| 4. ray. | 9. alley. | 14. berry. | 19. victory. |
| 5. way. | 10. fancy. | 15. hobby. | 20. jockey. |

Exercise 56.—Form the plural of the following nouns:

By annexing s.

- | | | | |
|----------|-----------|-----------|------------|
| 1. gulf. | 3. dwarf. | 5. proof. | 7. strife. |
| 2. roof. | 4. chief. | 6. safe. | 8. grief. |

By changing f or fe to ves.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. thief. | 3. knife. | 5. wife. | 7. loaf. |
| 2. life. | 4. calf. | 6. sheaf. | 8. shelf. |

92. Rule.—Most nouns ending in *f* or *fe*, form their plurals by annexing *s*. A few form their plurals by changing *f* or *fe* into *v* and annexing *es*.

Exercise 57.—Form the plural of the following nouns:

1. By annexing s.

- | | |
|------------|--------------|
| 1. piano. | 6. solo. |
| 2. domino. | 7. halo. |
| 3. cameo. | 8. cuckoo. |
| 4. folio. | 9. bamboo. |
| 5. studio. | 10. proviso. |

2. By annexing es.

- | | |
|-----------|--------------|
| 1. cargo. | 6. volcano. |
| 2. echo. | 7. tomato. |
| 3. hero. | 8. potato. |
| 4. motto. | 9. mosquito. |
| 5. negro. | 10. torpedo. |

93. Rule.—When the singular ends in *o* preceded by a vowel, the plural is formed by annexing *s*. When the final *o* is preceded by a consonant, the plural of most nouns is formed by annexing *es*.

Some nouns have the same form in both singular and plural ; as, *sheep, deer, etc.*

LESSON XXVI.

NOUNS IN THE NOMINATIVE CASE.

1. The little **children** sang merrily.
2. My eldest **brother** is a **lawyer**.

Who sang merrily? What is the subject of the first sentence? Is it a modified subject? Which word is the *simple subject*? What part of speech is children? Why? Which word in the predicate is a verb?

94. A *simple subject*, like the noun *children*, is called the **subject of the verb**.

95. The subject of a verb is in the **nominative case**.

What is the *complement* of the predicate in the second sentence? Is it an objective or an attributive complement? Does the noun *lawyer* refer to the same person as the noun *brother*? What do you call it?

96. A *predicate noun* is said to be in the **nominative case**.

By the *case of a noun*, we mean its relation to other words in the sentence. As we have seen above, the *subject of a verb* and a *predicate noun* are both said to be in the nominative case. In order to distinguish between them, the case of the *subject of a verb* is called the **subject nominative**, and that of a *predicate noun* is called the **predicate nominative**.

* * For nominative absolute and independent, see Appendix. p. 201.

Exercise 58.—In the following sentences, name each noun, and tell whether it is a subject nominative, or a predicate nominative, and, in each instance, give the reason :

- | | |
|-------------------------------------|--------------------------------------|
| 1. The boys are friends. | 11. The summer rain falls softly. |
| 2. Are the boys friends? | 12. My brother is a doctor. |
| 3. The story is long. | 13. How harshly the parrot screams! |
| 4. The children listen attentively. | 14. Paris is a beautiful city. |
| 5. Are the grapes sour? | 15. England is a powerful kingdom. |
| 6. Coal is a mineral. | 16. Hayes became president. |
| 7. The whale is an animal. | 17. How pretty the violets are! |
| 8. Ice is frozen water. | 18. Napoleon was a great general. |
| 9. Patience is a virtue. | 19. War is a dire calamity. |
| 10. Longfellow is a poet. | 20. Gently blows the evening breeze. |

LESSON XXVII.

NOUNS IN THE OBJECTIVE CASE.

1. Rain *moistens* the dry **earth**.
2. Clouds float *in* the **air**.

What does the rain moisten? What is the complement of the predicate? Is it an attributive complement or an objective complement? Why?

97. A noun like *earth*, used as the objective complement, is called the **object of a verb**.

What is the simple predicate of the second sentence? By what is it modified? What part of speech is *in*? What part of speech is *air*?

98. A noun like *air*, used with a preposition to form a limiting phrase, is said to be the **object of the preposition**.

99. Nouns which are the *objects of verbs*, or of *prepositions*, are said to be in the **objective case**.

Exercise 59.—State the case of each noun in the following sentences, and give the reason :

- | | |
|------------------------------------|---------------------------------------|
| 1. Children chase butterflies. | 11. The moon reflects the sunlight. |
| 2. Grapes grow upon vines. | 12. Throw the ball across the street. |
| 3. The teacher punished a boy. | 13. Have you recited your lesson? |
| 4. The squirrel ran up a tree. | 14. The ships tossed on the water. |
| 5. We remained in the house. | 15. The horse ran down the hill. |
| 6. Can you see the stars? | 16. The audience applauded him. |
| 7. Virtue ennobles the mind. | 17. Have you studied the lesson? |
| 8. Success crowned his efforts. | 18. Are you going to school? |
| 9. Do you attend school? | 19. A cloud lies over the mountains. |
| 10. The lightning struck the tree. | 20. Did you climb any mountains? |

LESSON XXVIII.

NOUNS IN THE POSSESSIVE CASE.

1. **John's** book is lost.
2. The **sun's** rays are warm.
3. **Ladies'** bonnets are expensive.

Whose book is lost? What word tells this? What part of speech is *John*? What does the word *John's* denote? What is annexed to the noun *John* when used to denote this?

100. A noun like *John's*, used to denote ownership or possession, is said to be in the **possessive case**.

What rays are warm? What word tells this? What part of speech is *sun*? What does the noun *sun's* denote? What is annexed to the noun *sun* when used to denote this?

101. A noun like *sun's*, used to denote source or origin, is said to be in the **possessive case**.

What kind of bonnets are expensive? What word tells this? What part of speech is *ladies*? What does the noun *ladies'* denote? What is annexed to the noun *ladies* when used to denote this?

102. A noun like *ladies'*, used to denote fitness, is also said to be in the **possessive case**.

The **possessive case** connects with the name of the object the idea of origin, possession, or fitness. It is always found in connection with another noun, expressed or understood, whose meaning it limits.

Exercise 60.—State the case of each noun in the following sentences, and give the reason; and if in the possessive case, tell what it denotes:

- | | |
|-----------------------------------|---------------------------------------|
| 1. Remember a friend's advice. | 11. Listen to the bird's song. |
| 2. The man's horses ran away. | 12. Scott's novels are interesting. |
| 3. I can borrow Katie's book. | 13. Obey the captain's orders. |
| 4. The child's hat is lost. | 14. The book is on John's desk. |
| 5. The dog's collar is bright. | 15. Mr. Brown sells children's shoes. |
| 6. Mary's kitten ran away. | 16. He was paid for a day's work. |
| 7. Do you know James's brother? | 17. The ship's sails are spread. |
| 8. That flower is Mabel's. | 18. My cousin's visit was short. |
| 9. That is the postman's ring. | 19. We visited the queen's palace. |
| 10. Where is the baby's carriage? | 20. Have you read Esop's Fables? |

LESSON XXIX.

HOW TO FORM THE POSSESSIVE CASE OF NOUNS.

Possessive Singular.

1. A child's game.
2. A man's work.
3. A boy's hat.
4. A lady's bonnet.
5. The miss's book.

Possessive Plural.

- The children's games.
The men's work.
The boys' wardrobe.
The ladies' parlor.
The misses' party.

What is the possessive singular of *child*? Of *man*? Of *boy*? Of *lady*? Of *miss*? How is the possessive singular of each of these nouns formed?

103. Rule.—The possessive singular of nouns is formed by annexing an apostrophe and *s* to the nominative.

What is the possessive plural of *child*? Of *man*? Does the plural of these nouns end with *s*? How is the possessive plural formed?

What is the possessive plural of *boy*? Of *lady*? Of *miss*? With what letter does the plural of these nouns end? How is the possessive plural formed?

104. Rule.—When the nominative plural does not end in *s*, the possessive plural is formed by annexing an apostrophe and *s*; but when the nominative plural ends in *s*, the possessive plural is formed by annexing simply the apostrophe.

Exercise 61.—Write (or spell orally) both the possessive singular and the possessive plural of the following nouns:

- | | | | |
|--------------|----------|--------------|------------|
| 1. sister. | 6. fox. | 11. student. | 16. pupil. |
| 2. Julia. | 7. bird. | 12. beauty. | 17. beau. |
| 3. daughter. | 8. lady. | 13. author. | 18. fly. |
| 4. Agnes. | 9. ship. | 14. parent. | 19. knife. |
| 5. father. | 10. man. | 15. hero. | 20. tooth. |

Exercise 62.—State the difference in meaning between the corresponding expressions as given below, and also what makes the difference:

- | | |
|--|---|
| 1. The lady's gloves.
The ladies' gloves. | 6. The scholar's books.
The scholars' books. |
| 2. The servant's room.
The servants' room. | 7. The fairy's power.
The fairies' power. |
| 3. The child's stockings.
The children's stockings. | 8. The lawyer's advice.
The lawyers' advice. |
| 4. The soldier's uniform.
The soldiers' uniform. | 9. The traitor's doom.
The traitors' doom. |
| 5. The fly's wings.
The flies' wings. | 10. The ox's yoke.
The oxen's yoke. |

LESSON XXX.

POSSESSIVE NOUNS EQUIVALENT TO PHRASES.

- | | |
|----------------------------|------------------------------|
| 1. A bird's wing. | 4. The wing of a bird. |
| 2. The sun's rays. | 5. The rays of the sun. |
| 3. A teachers' convention. | 6. A convention of teachers. |

Is there any difference in meaning between a *bird's* wing and the wing of a bird? What is the difference in the form of expression? In what case is *bird's*? What does it show? What are the words, of a bird? What does this do in the sentence?

The *sun's rays* is equivalent to what? How is the change made?

By what is the noun *convention* modified or limited in the expression, *A teachers' convention*? By what is the noun *convention* modified in the equivalent expression?

105. A noun in the possessive case is frequently equivalent to a phrase—the preposition *of* followed by the same noun.

Exercise 63.—Write expressions equivalent to the following, using a phrase in place of the possessive noun:

- | | |
|----------------------------|-----------------------------|
| 1. The moon's light. | 11. The city's wealth. |
| 2. Violets' perfume. | 12. A merchant's residence. |
| 3. The pupil's efforts. | 13. The author's fame. |
| 4. The pupils' efforts. | 14. Morning's early dawn. |
| 5. My father's command. | 15. Washington's character. |
| 6. A brother's protection. | 16. The mountain's top. |
| 7. A sister's love. | 17. The lion's roar. |
| 8. My sisters' request. | 18. The lions' roar. |
| 9. The fairies' dance. | 19. The bird's singing. |
| 10. The ship's anchor. | 20. The birds' singing. |

Exercise 64.—Write expressions equivalent to the following, using a possessive noun in place of the phrase:

- | | |
|---------------------------------|-------------------------------|
| 1. The uniform of the soldiers. | 4. The gentleness of a girl. |
| 2. The branches of the tree. | 5. The strength of a man. |
| 3. The wishes of my mother. | 6. The advice of the lawyers. |

- | | |
|----------------------------------|-------------------------------|
| 7. The banks of the river. | 14. The subjects of the king. |
| 8. The verdict of the jury. | 15. The perfume of the roses. |
| 9. The work of a day. | 16. A howl of a wolf. |
| 10. The camp of the enemy. | 17. A habit of boys. |
| 11. The report of the secretary. | 18. The poems of Byron. |
| 12. The color of the rainbow. | 19. The waves of the ocean. |
| 13. The sympathy of our friends. | 20. The tints of the rainbow. |

LESSON XXXI.

THE CASE OF NOUNS IN APPOSITION.

1. Smith, the **grocer**, has moved.
2. I stayed with my brother, the **lawyer**.

Who has moved? What is the subject of the verb in the first sentence? If there were several men by the name of Smith, and I should simply say, *Smith has moved*, would you know which Smith I meant? What is the use, then, of the noun *grocer*? Is it used to define or explain the meaning of the noun *Smith*?

106. A noun, like *grocer*, which limits or explains the meaning of another noun, and refers to the same person or thing, is said to be in **apposition** *with that noun*.

What noun is in apposition with the noun *brother* in the second sentence? Why is *lawyer* said to be in apposition with the noun *brother*?

107. The *case of a noun in apposition* is the same as the case of the noun which it explains. [A *predicate* noun is in the same case as the subject. (See p. 202.)]

In what case is the noun *Smith*? In what case, then, is the noun *grocer*? Why?

In what case is the noun *brother*? In what case, then, is the noun *lawyer*? Why?

Exercise 65.—State the case of each of the nouns in the following sentences, and give the reason :

1. Livingstone, the celebrated traveler, explored a great part of Africa.
2. Scott, the novelist, is an instructive writer.
3. He received his orders from Washington, the commander-in-chief.
4. London, the capital of England, is situated on the river Thames.
5. Webster the statesman, and Webster the Lexicographer, were two different men.
6. Have you read the works of Longfellow, the poet ?
7. Hope, the balm of life, soothes us under every misfortune.
8. David slew Goliath, the great giant.
9. The Somerset, a phantom ship, was swinging at her moorings.
10. Washington, the capital of the United States, is situated on the Potomac.

LESSON XXXII.

HOW TO PARSE NOUNS.

108. A noun is parsed by stating :

1. **The Class**—whether it is a common, proper, collective, abstract, or verbal noun, and why.
2. **The Gender**—whether it is in the masculine, feminine, or neuter gender, and why.
3. **The Number**—whether it is in the singular or plural number, and why.
4. **The Case**—whether it is in the nominative, objective, or possessive case, and why.

MODEL FOR ORAL EXERCISE.

109. Mr. Brown the principal, punished the boys for whispering.

Mr. Brown is a *proper noun*, because it is the name of a particular individual ; it is in the *masculine gender*, because it denotes a person of

the male sex ; it is in the *singular number*, because it denotes but one ; it is in the *nominative case*, because it is the subject of the verb *punished*.

Principal is a *common noun*, because it is the name of a class of persons ; it is in the *masculine gender*, because it denotes a person of the male sex ; it is in the *singular number*, because it denotes but one ; it is in the *nominative case*, because it is in apposition with the subject *nominative*, Mr. Brown.

Boys is a *common noun*, because it is the name of a class of individuals ; it is in the *masculine gender*, because it denotes persons of the male sex ; it is in the *plural number*, because it denotes more than one ; it is in the *objective case*, because it is the object of the verb *punished*.

Whispering is a *verbal noun*, because it is the name of an action ; it is in the *neuter gender*, because it is the name of something without sex ; it is in the *singular number*, because it denotes but one ; it is in the *objective case*, because it is the object of a preposition.

Abbreviated Model.—After the reasons for the several distinctions are well understood, a briefer form may be used ; as,

Boys is a common noun, masculine gender, plural number, objective case, the object of the verb *punished*. Or still more briefly :

Boys is a noun, common, masculine, plural, objective, the object of the verb *punished*.

MODEL FOR WRITTEN EXERCISE.

110. Mr. Monroe, the elocutionist, read several selections to the school.

NOUNS.	CLASS.	GENDER.	NUMBER.	CASE.
Mr. Monroe.	proper.	masculine.	singular.	nominative.
Elocutionist.	common.	masculine.	singular.	nominative.
Selections.	common.	neuter.	plural.	objective.
School.	collective.	neuter.	singular.	objective.

Exercise 66.—Parse the nouns in Exercises 58, 59, 60, and 65.

LESSON XXXIII.

PERSONAL PRONOUNS.

1. I have studied the lesson.
2. Have **you** studied the lesson?
3. **He** has studied the lesson.
4. **It** is a long lesson.

What part of speech is *I* in the first sentence? *You* in the second sentence? *He* in the third sentence? *It* in the fourth sentence?

Which pronoun denotes the person speaking? The person spoken to? The person spoken of? The thing spoken of?

111. Pronouns used to denote the person or persons *speaking*, are said to be of the **first person**; as, *I, my, me, we, our, us*.

112. Pronouns used to denote the person or persons *spoken to*, are said to be of the **second person**; as, *thou, you, your*.

113. Pronouns used to denote persons or things *spoken of*, are said to be of the **third person**; as, *he, she, it, his, her, its, they, their, them*.

Exercise 67.—State whether the pronouns in the following sentences are of the first, second, or third person, and why:

- | | |
|------------------------------|---|
| 1. I have not seen him. | 11. Will you go with us? |
| 2. You must not touch it. | 12. They have gone and left us? |
| 3. Our friends have left us. | 13. They were glad to see you. |
| 4. May I see your watch? | 14. Do you know where their house is? |
| 5. Did you send for us? | 15. Did you see the horse shake its head? |
| 6. I will give her my seat. | 16. I left her book on your desk. |
| 7. Where have you put it? | 17. We should improve our time. |
| 8. I will call and see you. | 18. I will shoot the dog if it bites me. |
| 9. We did not meet him. | 19. Tell us what we shall see. |
| 10. Thou hast deceived me. | 20. John says he did not hear you. |

THE PERSON OF NOUNS.

A noun is in the **first person** when it is the name of the person or persons speaking, and is in apposition with a pronoun of the first person ; as, I, *John*, will go.

A noun is in the **second person** when it is the name of the person addressed ; as, Thou, *God*, seest me.

All other nouns are in the **third person**.

Nouns do not change their *form* to denote the different persons.

LESSON XXXIV.

PRONOUNS OF THE FIRST PERSON.

1. I asked **my** father to go with **me**.
2. **We** asked **our** father to go with **us**.

When is a noun in the nominative case? What is the subject of the verb *asked* in the first sentence? In what case is the pronoun *I*? When is a noun in the possessive case? In what case is the pronoun *my*? When is a noun in the objective case? In what case is the pronoun *me*?

Do the pronouns *I*, *my*, and *me* denote one, or more than one? In what number are they?

In what case is the pronoun *we* in the second sentence? Why? In what case is the pronoun *our*? Why? In what case is the pronoun *us*? Why?

Do the pronouns *we*, *our*, and *us* denote one, or more than one? In what number are they?

Mention the pronouns that are in the first person, nominative case. Which is in the singular number? Which is in the plural?

Mention the pronouns that are in the first person, possessive case. Which is in the singular number? Which is in the plural?

Mention the pronouns that are in the first person, objective case. Which is in the singular number? Which is in the plural?

In what person are all of the pronouns given above? Why?

114. Commit to memory the following table, which shows the different forms of the

PRONOUNS OF THE FIRST PERSON.

<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	I.	<i>Nom.</i>	We.
<i>Poss.</i>	My.	<i>Poss.</i>	Our.
<i>Obj.</i>	Me.	<i>Obj.</i>	Us.

Exercise 68.—State the person, number, and case of the pronouns in the following sentences :

- | | |
|------------------------------------|--------------------------------------|
| 1. I have studied my lesson. | 11. We have forgotten our books. |
| 2. My teacher is kind to me. | 12. I hope we are early. |
| 3. Our teacher scolds us. | 13. My father is going with me. |
| 4. We should improve our time. | 14. I gave my flowers to my mother. |
| 5. Love me little, love me long. | 15. I am stopping with my friend. |
| 6. We met our friends in the Park. | 16. We are in our new house. |
| 7. I lost my way in the woods. | 17. I have lost my slate. |
| 8. I will ask my father. | 18. I will sell my rabbits if I can. |
| 9. Give me my coat and hat. | 19. My pride fell with my fortunes. |
| 10. I think I must go. | 20. We left our luggage behind us. |

Exercise 69.—Supply pronouns of the first person in place of the blanks.

- think — shall have a pleasant day for — picnic.
- will take — lunch with — if — go.
- asked — cousin to take a sail with — in — boat.
- friend is going with — and — shall have a good time.
- have read the book — father bought for —.
- brother and — are going to London, where — hope to meet — father.
- shall be disappointed if — work does not please —.
- father says — may take — brother with — in — buggy.
- work being done, — took — sister with — for a long walk.
- ride over the mountains was very tiresome and — were weary when — reached — stopping place.

LESSON XXXV.

PRONOUNS OF THE SECOND PERSON.

1. **Thou** shalt not steal.
2. Remember **thy** Creator.
3. My country, 'tis of **thee**.
4. **Ye** are all here.
5. Boys, where are **your** books?
6. Boys, I will excuse **you**.

In what case is the pronoun *thou*? Why? In what case is the pronoun *thy*? Why? In what case is the pronoun *thee*? Why? Are the pronouns *thou*, *thy*, and *thee* in the singular or plural number? Why?

In what case is the pronoun *ye*? Why? In what case is the pronoun *your*? Why? In what case is the pronoun *you*? Why? Are the pronouns *ye*, *your*, and *you* in the singular or plural number? Why?

Mention the pronouns in the second person, nominative case. Which is singular? Which is plural?

Mention the pronouns in the second person, possessive case. Which is singular? Which is plural?

Mention the pronouns in the second person, objective case. Which is singular? Which is plural?

In what person are all these pronouns? Why?

115. Commit to memory the following table, showing the different forms of the

PRONOUNS OF THE SECOND PERSON.

ANCIENT FORM.			COMMON FORM.		
	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Thou.	Ye.	<i>Nom.</i>	You.	You.
<i>Poss.</i>	Thy.	Your.	<i>Poss.</i>	Your.	Your.
<i>Obj.</i>	Thee.	You.	<i>Obj.</i>	You.	You.

In old authors *mine* is used instead of *my*, and *thine* instead of *thy*; as
 "Was it not *thine* own?"

116. In common use the pronoun *you* is used in place of *thou*, *thee*, and *ye*, and *your* in the place of *thy*; thus,

- Nom. Sing.* John, *you* may recite.
Poss. Sing. John, where is *your* book?
Obj. Sing. John, the teacher will punish *you*.
Nom. Plu. Boys, *you* must be quiet.

Exercise 70.—State the person, number, and case of the pronouns in the following sentences :

- | | |
|--------------------------------|--------------------------------------|
| 1. I will go with thee. | 11. Is your friend with you? |
| 2. Thou hast told the truth. | 12. My friend, you are very kind. |
| 3. Where have I seen thee? | 13. You are not your own master. |
| 4. Where have I seen you? | 14. Children, you must be quiet. |
| 5. Why stand ye here idle? | 15. Boys, you are making a noise. |
| 6. Ye may call me chief. | 16. Have you forgotten me? |
| 7. John, where is your book? | 17. I claim you for a friend. |
| 8. Boys, what are you about? | 18. Honor thy father and thy mother. |
| 9. Henry, may I go with you? | 19. Wilt thou forsake thy friend? |
| 10. You have spoilt your book. | 20. Will you forsake your friend? |

Exercise 71.—Supply pronouns of the second person in place of the blanks.

1. My son, if sinners entice — consent — not.
2. Wouldst — have a serpent sting — twice?
3. Have — seen the picture which — friend painted for — ?
4. If — wilt — canst make me whole.
5. If — be wise — shalt be wise for thyself, but if — scornest — alone shalt bear it.
6. Forsake not — friend nor — father's friend.
7. Boys, if — are quiet and recite — lessons nicely, I will give — a holiday.
8. — house is so full that — have no room for — friends.
9. Boys, — said — had studied — lesson, but — do not know it.
10. Children, — should do every thing that — parents command — to do.

LESSON XXXVI.

PRONOUNS OF THE THIRD PERSON.

1. **He** asked **his** brother to wait for **him**.
2. **She** asked **her** sister to wait for **her**.
3. **It** was an old book. **Its** cover was torn. I sold **it**.

When is a noun in the masculine gender? In the feminine gender? In the neuter gender? In what gender is the pronoun *he*? The pronoun *she*? The pronoun *it*?

In what case is the pronoun *he*? *his*? *him*?

In what case is *she*? The first pronoun *her*? The second *her*?

Are the possessive and objective cases of the pronoun *she* the same? How do you know whether *her* is in the possessive or in the objective?

In what case is the pronoun *it*? The pronoun *its*? The second pronoun *it*?

In what number are all of the above pronouns? Why?

Mention the pronouns in the third person, singular number, nominative case.

Mention the pronouns in the third person, singular number, possessive case.

Mention the pronouns in the third person, singular number, objective case.

Mention the pronouns in the masculine gender; in the feminine gender; in the neuter gender.

117. The nominative plural for all genders, in the third person, is *they*; the possessive plural is *their*; and the objective plural is *them*.

The gender of *they*, *their*, and *them* must be determined by their use. Thus, if you were speaking either of boys or of girls you could say: *They* asked *their* teacher to excuse *them*. And if you were speaking of several books you could say: *They* were old books. *Their* covers were torn. I sold *them*.

118. Commit to memory the following table, showing the different forms of the

PRONOUNS OF THE THIRD PERSON.

	SINGULAR.			PLURAL.	
	<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>	<i>All Genders.</i>	
<i>Nom.</i>	He.	She.	It.	<i>Nom.</i>	They.
<i>Poss.</i>	His.	Her.	Its.	<i>Poss.</i>	Their.
<i>Obj.</i>	Him.	Her.	It.	<i>Obj.</i>	Them.

Exercise 72.—State the gender, person, number and case of the pronouns in the following sentences :

1. The book had lost its cover when I found it.
2. The children played in the evening till they were tired and sleepy, and then their parents sent them to bed.
3. Every man, if he would succeed in business, must be punctual in observing his engagements.
4. If Mary is attentive to her lessons she will make rapid improvement.
5. If John neglects his lessons he will fall behind his class.
6. John asked his teacher if he might be excused.
7. The boys asked their teacher if she would excuse them after they had recited their lesson.
8. The girls asked their teacher if she would excuse them after they had recited their lesson.
9. The flower was beautiful when I picked it, but it has lost its fragrance now.
10. The flowers were beautiful when I picked them, but they have lost their fragrance now.

Exercise 73.—Copy the following sentences, supplying pronouns of the third person in place of the blanks :

1. The boy asked — teacher if — might be excused after — had recited — lesson.
2. John has lost — book, and — is looking for —.
3. The teacher will hear the pupils recite — lessons after — have studied —.
4. The men will be paid when — have finished — work.

5. The mother reproved — daughter and told — that — had acted very naughtily.

6. I wish every girl would do — work as well as Clara does — work.

7. If the soldiers had obeyed — general — would have conquered.

8. Every child had to remain till — or — had recited the lesson.

9. The children remained till — had recited — lesson.

10. When Lillian saw — brother — told — that — had received — letter but was unable to answer —.

LESSON XXXVII.

COMPOUND PERSONAL PRONOUNS.

- | | |
|-------------------------------|-------------------------------|
| 1. I hurt <i>myself</i> . | We hurt <i>ourselves</i> . |
| 2. You hurt <i>yourself</i> . | You hurt <i>yourselves</i> . |
| 3. He hurt <i>himself</i> . | They hurt <i>themselves</i> . |
| 4. She hurt <i>herself</i> . | They hurt <i>themselves</i> . |
| 5. It hurt <i>itself</i> . | They hurt <i>themselves</i> . |

Mention the pronouns in the above sentences which are made by annexing the word *self* or *selves* to one of the personal pronouns.

119. Pronouns like *myself*, *yourself*, *himself*, *themselves*, etc., which are formed by annexing *self* or *selves* to one of the personal pronouns, are called **compound personal pronouns**.

1. Gender.—Mention the compound personal pronouns that are in the masculine gender. That are in the feminine gender. That are in the neuter gender. Which one is used for all three genders in the third person?

2. Person.—Mention the compound personal pronouns that are in the first person. In the second person. In the third person.

3. Number.—Mention the compound personal pronouns that are in the singular number. In the plural number. What is annexed to form those in the singular number? How are those in the plural number formed?

4. Case.—In what case are all of the compound personal pronouns in the above sentences?

120. The compound personal pronouns are usually in the *objective case*. Sometimes, when used to emphasize a preceding noun or pronoun, they are in the *nominative case* by apposition. Thus,

I, *myself*, will go. You, *yourselves*, said so.
John, *himself*, has gone. The girls, *themselves*, have gone.

Exercise 74.—State the gender, person, number, and case of the compound personal pronouns in the following sentences:

1. I will look after myself and you must look after yourself.
2. Every man must take care of himself.
3. The children lost themselves in the woods.
4. The cat is warming itself in the sun.
5. The birds are building for themselves a nest.
6. We engaged ourselves in various ways.
7. The boys, themselves, have organized a company.
8. The little girl enjoyed herself at the picnic.
9. The general himself was brave, but his soldiers were cowards.
10. Charity vaunteth not itself, doth not behave itself unseemly.

Exercise 75.—Copy, and supply suitable compound personal pronouns in place of the following blanks:

1. The travelers refreshed — at a cool spring.
2. She — must work, and take care of —.
3. You ought to be ashamed of —.
4. She supported her mother and — by her work.
5. I behaved — as well as you behaved —.
6. The man has injured — by the course he has pursued.
7. If a house be divided against — that house cannot stand.
8. The teacher, —, could not explain the example.
9. The pupils behave — remarkably well.
10. If we exert — we shall surely win.

LESSON XXXVIII.

ABSOLUTE POSSESSIVE PRONOUNS.

- | | |
|------------------------------------|----------------------------------|
| 1. This book is my book. | 7. This book is mine . |
| 2. This book is thy book. | 8. This book is thine . |
| 3. This book is her book. | 9. This book is hers . |
| 4. This book is our book. | 10. This book is ours . |
| 5. This book is your book. | 11. This book is yours . |
| 6. This book is their book. | 12. This book is theirs . |

What is the difference between the first and seventh sentences? Do they mean the same? What word in the first sentence is left out in the seventh? The word *mine* takes the place of what words? The words *thine, hers, our, yours, theirs*, take the place of what?

121. When the noun qualified by *my, thy, her, our, your, or their* is omitted, these pronouns are changed into *mine, thine, hers, ours, yours, and theirs*.

122. The pronouns *mine, thine, hers, ours, yours, and theirs* are called **absolute possessive pronouns**, because they are used independently of a noun.

These words should not be written with an apostrophe; as, *your's*, etc.

Exercise 76.—Rewrite the following sentences, introducing the pronouns *mine, thine, hers, ours, yours, and theirs*, in place of *my, thy, her, our, your, and their*, and the nouns which they possess :

- | | |
|------------------------------|-----------------------------|
| 1. This is my book. | 6. This house is thy house. |
| 2. This watch is my watch. | 7. This place is her place. |
| 3. This pencil is my pencil. | 8. This is our basket. |
| 4. This is my knife. | 9. This is your carriage. |
| 5. This hat is your hat. | 10. This is their garden. |

123. *My, thy, her, our, your, their* are always in the possessive case, but *mine, thine, hers, ours, yours, and theirs* include within themselves the idea of the thing possessed, and are in either the nominative or the objective case. Thus,

NOMINATIVE.

OBJECTIVE.

Whose horse was stolen? Whose horse did they steal?

Mine was stolen.

They stole *mine*.

Thine was stolen.

They stole *thine*.

Hers was stolen.

They stole *hers*.

Ours was stolen.

They stole *ours*.

Yours was stolen.

They stole *yours*.

Theirs was stolen.

They stole *theirs*.

Exercise 77.—Write a set of answers similar to the above to each of the following questions, and state whether the pronouns are in the nominative or the objective case:

- | | |
|---------------------------------|--------------------------------|
| 1. Whose boy was praised? | 6. Whose watch did they steal? |
| 2. Whose boy did they praise? | 7. Which horse is the fastest? |
| 3. Whose girls were praised? | 8. Whose house is the largest? |
| 4. Whose girls did they praise? | 9. They drove whose horse? |
| 5. Whose watch was stolen? | 10. Whose garden is this? |

LESSON XXXIX.

PRONOUN AND ANTECEDENT.

1. The *boy* asked *his mother* if *he* could go with *her*.
2. The *boys* asked *their mother* if *they* could go with *her*.

In the place of what noun is the pronoun *his* used? The pronoun *he*? The pronoun *her* in the first sentence? The pronouns *their* and *they* in the second sentence? The pronoun *her* in the second sentence?

124. The noun for which a pronoun stands is called its **antecedent**.

What is the *antecedent* of *her*? Of *he*? In what *gender* is the noun

boy? In what *person*? In what *number*? The pronouns *his* and *he* are in the same gender, person, and number as what word? What is that word called?

What word does the pronoun *her* in the first sentence agree with in *gender*, *person*, and *number*? What is that word called?

In what gender, person, and number are the pronouns *their* and *they* in the second sentence? Why?

125. Rule.—A pronoun must agree with its antecedent in gender, person, and number.

Exercise 78.—Mention the pronouns in the following sentences, and name those that do not agree with their antecedents in gender, person or number, and correct the errors:

1. Let every boy answer for themselves.
2. A man's success in life depends on their exertions.
3. The dog is a faithful friend when their master is kind to them.
4. Every tree is known by their fruit.
5. The soldiers must obey his officers.
6. The crowd was so great that I could hardly get through them.
7. Let any boy guess this riddle if they can.
8. The regiment was greatly reduced in their numbers.
9. Each girl will bring its books to me.
10. Every animal, however small, has some weapon with which they can defend themselves.

LESSON XL.

TWO OR MORE ANTECEDENTS.

1. *John* and *James* have recited *their* lessons.
2. *John* or *James* will lend you *his* book.

How many antecedents has the pronoun *their*? What are they? In what number is each antecedent? By what are they connected? In what number is the pronoun *their*?

126. Rule.—When a pronoun has two or more singular antecedents connected by *and*, it must be in the plural number.

How many antecedents has the pronoun *his* in the second sentence? What are they? In what number is each antecedent? By what are they connected? In what number is the pronoun *his*?

127. Rule.—When a pronoun has two or more singular antecedents connected by *or* or *nor*, it must agree with each in the singular number.

128. But, when one of the antecedents is plural, the pronoun must be in the plural also; as, Either the girls or their brother have come, and *they* will assist us.

When a pronoun refers to a *collective noun* in the singular which stands for many as *one whole*, the pronoun must be singular.

Exercise 79.—In the following sentences, mention the pronouns that do not agree with their antecedents in accordance with the above rules, and correct the errors:

1. If John and Henry whisper he will be punished.
2. If John or Henry whispers they will be punished.
3. I have tried both blue ink and red ink, but it does not write so well as black.
4. Idleness and intemperance are dangerous and they ought to be carefully avoided.
5. Both Webster and Clay loved his country.
6. Either Webster or Clay loved their country.
7. Both cold and heat have its extremes.
8. John or James will favor us with their company.
9. Some boy or man has lost his hat.
10. Coffee and sugar are brought from the West Indies, and large quantities of it are consumed annually.
11. Neither the captain nor the soldiers showed himself during the attack (128).
12. If the boys or their father come, we shall be glad to see him.

LESSON XLI.

PRONOUNS IN THE NOMINATIVE CASE.

1. I am here. **He** is here.
2. It is I. It is **he**.

In what case is a noun when used as the subject of a verb (95)? Mention the pronouns in the first line that are used as subjects of verbs. In what case are they? Give the forms of the pronoun *I* for the possessive and objective cases. Could either of them be used in the place of *I*?

129. Rule.—A noun or a pronoun used as the subject of a verb must be in the nominative case.

In what case is a noun when used as the attributive complement of a verb (96)? Mention the pronouns in the second line that are used as attributive complements of verbs. In what case are they?

130. Rule.—A noun or a pronoun used as the attributive complement of a verb must be in the nominative case.

Exercise 80.—Correct the errors in the forms of any of the pronouns in the following sentences, and, in each instance, give the reason for the change:

- | | |
|-------------------------------|-----------------------------|
| 1. Him and me are going. | 11. Who is there? It is me. |
| 2. You and me saw them. | 12. It was him, it was she. |
| 3. She is as old as him. | 13. It was not me. |
| 4. Them acted worse than us. | 14. It was her. |
| 5. You are as bad as them. | 15. Was it them. |
| 6. Them are my books. | 16. It was them. |
| 7. Him is older than me. | 17. It was not us. |
| 8. I am younger than her. | 18. It is him. |
| 9. We are stronger than them. | 19. It is her. |
| 10. Her is ugly to us. | 20. It is them. |

LESSON XLII.

PRONOUNS IN THE OBJECTIVE CASE.

1. I asked **him** to go with **me**.
2. We asked **them** to go with **us**.

In what case is a noun when used as the object of a verb (99)?
Mention the pronoun in the first sentence used as the object of a verb?
In what case is it? Has it the correct form?

In what case is a noun when used as the object of a preposition (99)?
Mention the pronoun in the first sentence used as the object of a preposition.
In what case is it? Has it the correct form?

In what case is the pronoun *them* in the second sentence? Why? In what case is the pronoun *us*? Why?

131. Rule.—A noun or a pronoun used as the object of a verb or of a preposition must be in the objective case.

Exercise 81.—Correct any errors in the form of the pronouns in the following sentences, and give the reason for the change; write the sentences as corrected, and name each pronoun and its antecedent:

1. The teacher told you and I to stay.
2. Who asked you and he to come?
3. You may go with James and I.
4. This is a secret between you and I.
5. It was a secret between he and me.
6. The matter must be settled between they and me.
7. My father allowed my brother and I to go.
8. From he that is needy, turn not away.
9. Him that is idle and mischievous should be punished.
10. They that honor me I will honor.
11. Let you and I go to school.
12. He told John and I to study.

LESSON XLIII.

INTERROGATIVE PRONOUNS.

1. **Who** worked the fifth example? *John.*
2. **Which** is the heavier, gold or lead? *Gold.*
3. **What** is the answer in the book? *Sixteen.*

What is the first question? What is the answer to it? Which word in the question represents the noun *John*? What part of speech is it then?

What noun does the pronoun *which* in the second question represent?

What noun does the pronoun *what* in the third question represent?

132. The pronouns *who*, *which*, and *what*, when used to ask questions, are called **interrogative pronouns**.

133. The interrogatives *who*, *which*, and *what* are not changed in form to indicate gender, person or number.

134. The interrogative *who* shows by its form what case it is in. Thus,

Nominative case. **Who** found the flower?

Possessive case. **Whose** flower is it?

Objective case. By **whom** was the flower found?

135. *Which* and *what* do not change their forms to indicate case; as,

Nom. **What** is that?

Obj. **What** do you want?

They are never used in the possessive case.

Which and *what* are often used as adjectives; as, *What* book have you?
Which book do you prefer?

Exercise 82.—Supply suitable interrogative pronouns in place of the blanks, and state the case of each, and why.

- | | |
|-----------------------|----------------------------|
| 1. — has the answer? | 11. — will go with me? |
| 2. — answer is right? | 12. To — are you speaking? |
| 3. — did you say? | 13. — is your teacher? |
| 4. — do you want? | 14. In — class are you? |
| 5. — book is this? | 15. By — are you taught? |
| 6. — did you say? | 16. — house is that? |
| 7. — is the way? | 17. By — is it occupied? |
| 8. — toy is this? | 18. — came with you? |
| 9. — is it good for? | 19. With — did you come? |
| 10. — do you prefer? | 20. For — did you ask? |

LESSON XLIV.

RELATIVE PRONOUNS.

1. The boy **who** *studies* will improve.
2. The horse **which** *ran away* was caught.
3. Read books **that** *impart information*.
4. The witness repeated **what** *was said*.

What boy will improve? By what words is the noun *boy* limited?

What horse was caught? By what is the noun *horse* limited?

What books are to be read? What limits the noun *books*?

What did the witness repeat? What words tell this?

136. Expressions like *who studies, which ran away, that impart information, what was said*, are called **clauses**.

137. The words *who, which, that, and what*, are **pronouns** because they represent nouns. They are called **relative pronouns**, because they relate to a preceding noun or pronoun.

They are properly **conjunctive** pronouns, because they connect the clause which they introduce, to the rest of the sentence.

138. The relative pronoun *who* is declined the same as the interrogative *who* :

Nom.—Who. *Poss.*—Whose. *Obj.*—Whom.

The relative pronoun *which* takes *whose* for its possessive ; as, A religion *whose* origin is divine. *What* and *that* are not modified to indicate case.

139. *Who* relates to persons only ; as, The boy *who* reads. *Which* relates to inferior animals, or to things ; as, The dog *which* barks ; The book *which* was lost. *That* relates to both persons and things.

When a relative pronoun is in the objective case, it always stands before the verb ; as, The boy *whom* you saw is my brother. (*You saw whom.*)

The relative pronouns do not change their form to indicate *gender*, *person* or *number*.

The relative pronoun *what* differs from the others in not having any antecedent expressed ; thus, in the sentence, *Repeat what was said*, the antecedent of *what* is *word* or *words* understood. (See App., p. 202.)

Exercise 83.—Copy the following sentences, supplying suitable relative pronouns in place of the blanks, and state the gender, person, number, and case of each :

1. He ——— does wrong deserves punishment.
2. The kind words ——— you have spoken will never be forgotten.
3. They ——— seek me early shall find me.
4. Avoid rudeness of manners ——— always hurts the feelings of others.
5. Happy is the man ——— findeth wisdom.
6. He is a man ——— everybody respects.
7. He is a man ——— word is as good as his bond.
8. Have you found the book ——— you lost.
9. Answer the questions ——— I ask.
10. I cannot hear ——— you say.

LESSON XLV.

ADJECTIVE PRONOUNS.

1. The teacher asked *each pupil* a question.
2. The teacher asked **each** a question.
3. A *few persons* said yes, and *many persons* said no.
4. A **few** said yes, and **many** said no.

What part of speech is *each* in the first sentence? Why? What noun does it limit? Is there any difference in meaning between the first sentence and the second? How is the word *each* used in the second sentence? What noun does it take the place of?

What part of speech are the words *few* and *many* in the third sentence? In the place of what words are they used in the fourth sentence?

140. Adjectives like *each*, *few*, *many*, when they take the place of the nouns which they qualify, or are used instead of them, are called **adjective pronouns**.

Exercise 84.—Mention the adjective pronouns in the following sentences :

1. Have you friends? I have a few. I have many. I have not any.
 2. Did you study your lessons? I have studied each and failed in all.
 3. I had the choice of two seats. I did not like either. I took neither.
- Both are now occupied.
4. Some said yes and more said no.
 5. Few shall part where many meet.
 6. Have you caught any fish? I have caught several. I want to catch another.
 7. There are several examples. Work all. The first is easier than the last.
 8. More were present than were expected.
 9. Which picture do you think the better, this or that?
 10. Here are two kinds of apples, will you buy these or those?

LESSON XLVI.

HOW TO PARSE PRONOUNS.

141. A pronoun is parsed by stating :

1. **The Class**—whether it is a personal, interrogative, conjunctive, or adjective pronoun, and why.
2. **The Gender**—whether it is of the masculine, feminine, or neuter gender, and why.
3. **The Person**—whether it is of the first, second, or third person, and why.
4. **The Number**—whether it is in the singular or plural number, and why.
5. **The Case**—whether it is in the nominative, possessive, or objective case, and why.

NOTES.—1. Interrogative and relative pronouns have the same gender, person, and number as their antecedents.

2. It is unnecessary to state the gender of personal pronouns of the first and second person.

3. It is unnecessary to state the person of interrogative pronouns.

142. MODEL FOR ORAL EXERCISE.

1. Henry asked me to go with him.
2. Who invented the telegraph? Morse.
3. Morse is the name of the man who invented the telegraph.

Me is a *personal pronoun*, of the *first person*, because it denotes the speaker ; it is in the *singular number*, because it denotes but one ; it is in the *objective case*, because it is the object of the transitive verb *asked*.

Him is a *personal pronoun*, in the *masculine gender*, because it denotes a person of the male kind ; it is of the *third person*, because it

denotes a person spoken of ; it is in the *singular number*, because it denotes but one ; it is in the *objective case*, because it is the object of the preposition *with*.

Who (second sentence) is an *interrogative pronoun*, because it is used in asking a question ; it is in the *masculine gender* and *singular number*, because the noun which answers the question is in the masculine gender and singular number ; it is in the *nominative case*, because it is the subject of the verb *invented*.

Who (third sentence) is a *relative pronoun*, because it introduces the clause—who invented the telegraph—and connects it to the rest of the sentence ; it is in the *masculine gender*, *third person*, and *singular number*, because its antecedent, man, is in the masculine gender, third person, and singular number ; it is in the *nominative case*, because it is the subject of the verb *invented*.

Abbreviated Model.—**Him** is a pronoun, personal, masculine, third, singular, objective, the object of the preposition *with*.

MODEL FOR WRITTEN EXERCISE.

1. The teacher asked the boys to listen attentively while he explained the lesson to them.

2. Who are those boys that are playing together? Henry and James.

PRONOUNS.	CLASS.	GENDER.	PERSON.	NUMBER.	CASE.
He.	personal.	masculine.	third.	singular.	nominative.
Them.	personal.	masculine.	third.	plural.	objective.
Who.	interrogative.	masculine.		plural.	nominative.
That.	relative.	masculine.	third.	plural.	nominative.

Exercise 85.—Parse the pronouns in Exercises 5 and 67.

Exercise 86.—Parse the pronouns in Exercises 72 and 83.

Exercise. 87.—Copy the following, filling the blanks with the appropriate pronouns as indicated :

PERSON.	NUMBER.	GENDER.	CASE.	PRONOUNS.
Third.	plural.	masc. or fem.	objective.	_____
First.	singular.	masc. or fem.	nominative.	_____
Second.	plural.	masc. or fem.	nominative.	_____
Third.	singular.	feminine.	nominative.	_____
Third.	singular.	masculine.	objective.	_____
First.	plural.	masc. or fem.	objective.	_____
First.	singular.	masc. or fem.	objective.	_____
Third.	plural.	masc. or fem.	nominative.	_____

LESSON XLVII.

KINDS OF SENTENCES.

1. An attentive pupil learns easily.
2. A pupil *who gives attention* learns easily.
3. Henry gives attention **and** he improves rapidly.

Is there any difference in the meaning of the first and the second sentences? Do you observe any difference in their form?

How many verbs in the first sentence? Of how many statements is it composed?

How many verbs in the second sentence? What is the subject of the verb *learns*? What is the subject of the verb *gives*? What does the clause *who gives attention* modify.

How many separate sentences, or members, in the third sentence? Mention each. Are they of equal importance? By what are they connected?

143. A sentence like the first, which consists of a single statement, is called a **simple sentence**.

144. A sentence like the second, containing a clause that modifies some other word in the sentence, is called a **complex sentence**.

145. A sentence like the third, which consists of two or more sentences of equal importance, connected by a conjunction, is called a **compound sentence**.

Exercise 88.—State whether the following sentences are simple, compound, or complex :

1. The dew-drops sparkled in the morning sunlight.
2. The soldiers who fought bravely were promoted by the general.
3. We waited a long time, but you did not come.
4. Did the boy who found the money give it to you ?
5. I would go with you if I had time.
6. The bee hums merrily as it flies from flower to flower.
7. Mary stands highest in geography, and Fanny stands highest in grammar.
8. The scenery in the Catskill Mountains is very beautiful.
9. Sparkling water from a cool spring refreshed the traveler.
10. The kind words, which were spoken by you, gave me courage.

LESSON XLVIII.

KINDS OF ADJECTIVES.

- | | | |
|------------------|----------------|-------------------|
| 1. Sweet apples. | English ships. | Rippling streams. |
| 2. An example. | Three cheers. | This chair. |

What does the adjective *sweet* do? The adjective *English*? The adjective *rippling*?

146. Adjectives like *sweet, English, rippling*, that qualify or describe a noun or pronoun, are called **qualifying** or **descriptive adjectives**.

What does the adjective *an* do? The adjective *three*? The adjective *this*?

147. Adjectives like *an, three, this*, that limit the meaning or application of a noun or pronoun, are called **limiting adjectives**.

Limiting adjectives are divided into five classes :

1. **Articles**.—*A, an, and the*, are called *articles*. (47.)

2. **Numeral adjectives**: as, *four* boys; the *first* house; a *double* rose.

3. **Indefinite numeral adjectives**: as, *some* person; *any* person; *many* persons; *all* men; *both* horses; *no* friend.

4. **Distributive adjectives**: as, *each* pupil; *every* minute; *either* road; *neither* answer.

5. **Demonstrative adjectives**: as, *this* chair; *that* book; *those* apples; *those* flowers.

When any of these are used instead of the nouns which they limit, they are called adjective pronouns. (See 140.)

Exercise 89.—Mention the adjectives in the following sentences, and state whether they are qualifying or limiting :

- | | |
|------------------------------------|--------------------------------|
| 1. The first volume is the best. | 12. Every man was wounded. |
| 2. Children have a merry laugh. | 13. Each pupil had a desk. |
| 3. We had an excellent breakfast. | 14. Neither answer is correct. |
| 4. American citizens love liberty. | 15. Both answers are right. |
| 5. I never tell such stories. | 16. Some persons say so. |
| 6. You have made four mistakes. | 17. All men must die. |
| 7. Stop at the first house. | 18. These apples are sweet. |
| 8. Here is a fine double rose. | 19. Those apples are sour. |
| 9. The teacher gave a long lesson. | 20. Look at this picture. |
| 10. Every pupil gave attention. | 21. Hand me that book. |
| 11. Each boy carried a drum. | 22. Tell us another story. |

Exercise 90.—Write five sentences, each containing a descriptive adjective.

Exercise 91.—Write ten sentences, using in them a limiting adjective of each of the classes.

LESSON XLIX.

COMPARISON OF ADJECTIVES.

- | | |
|-------------------------------|--------------------------------|
| 1. A <i>sweet</i> apple. | 4. A <i>short</i> string. |
| 2. A <i>sweeter</i> apple. | 5. A <i>shorter</i> string. |
| 3. The <i>sweetest</i> apple. | 6. The <i>shortest</i> string. |

What is meant by a *sweet* apple? By a *sweeter* apple? By the *sweetest* apple?

What is meant by a *short* string? By a *shorter* string? By the *shortest* string?

What is annexed to the adjective *sweet* in the second expression. In the third?

What is annexed to the adjective *short* in the fifth expression? In the sixth?

148. The annexing of *er* and *est* to adjectives to indicate different degrees of quality or quantity, is called **comparison of adjectives**.

149. Adjectives like *sweet* and *short*, which simply express the quality or quantity of an object without reference to any other, are said to be of the **positive degree**.

150. Adjectives like *sweeter* and *shorter*, which denote that the object possesses the property in a greater or less degree compared with *one other*, are said to be in the **comparative degree**.

151. Adjectives like *sweetest* and *shortest*, which denote that the object possesses the property in the highest or lowest degree of *all that are considered*, are said to be in the **superlative degree**.

152. Adjectives are also compared by means of the adverbs *more* and *most*, and *less* and *least*; thus,

<i>Positive.</i>	1. A <i>truthful</i> boy.	A <i>difficult</i> talk.
<i>Comparative.</i>	2. A <i>more truthful</i> boy.	A <i>less difficult</i> task.
<i>Superlative.</i>	3. The <i>most truthful</i> boy.	The <i>least difficult</i> task.

Exercise 92.—Compare the following adjectives by annexing *er* and *est*:

1. small.	6. large.	11. noble.	16. angry.
2. few.	7. narrow.	12. brave.	17. gentle.
3. ugly.	8. pretty.	13. fine.	18. witty.
4. high.	9. happy.	14. early.	19. wealthy.
5. rich.	10. bright.	15. late.	20. mighty.

NOTE.—Observe the rules for spelling; thus, *fine* + *er* = *finer*, not *finer*. *Ugly* + *er* = *uglier*, not *uglyer*.

Exercise 93.—Compare the following adjectives by prefixing the adverbs *more* and *most*, or *less* and *least*:

1. beautiful.	6. ambitious.	11. wretched.	16. mischievous.
2. eloquent.	7. persevering.	12. handsome.	17. troublesome.
3. industrious.	8. careless.	13. fertile.	18. fearless.
4. wholesome.	9. diligent.	14. useful.	19. illustrious.
5. healthful.	10. curious.	15. wealthy.	20. thoughtful.

Exercise 94.—Write five sentences, each containing one of the adjectives, under Exercise 92, in the comparative degree; and five, each containing an adjective in the superlative.

Exercise 95.—Write ten sentences, each containing an adjective in the comparative degree; and five, each containing an adjective in the superlative, as under Exercise 93.

Exercise 96.—Commit to memory the comparatives and superlatives of the following adjectives, which are said to be compared irregularly, and be prepared to write them :

POSITIVE.	COMPARATIVE.	SUPERLATIVE.	POSITIVE.	COMPARATIVE.	SUPERLATIVE.
good	better	best.	[up]	upper	uppermost.
bad }	worse	worst.	[in]	inner	{ inmost.
ill }					{ innermost.
much }	more	most.	[out]	outer	outmost.
many }					
little	less	least.			
fore	former	{ foremost.	near	nearer	{ nearest.
		{ first.			{ next.
hind	hinder	hindermost.	late	{ later	latest.
				{ latter	last.
far	farther	farthest.			
[forth]	further	furthest.	old	{ older	oldest.
				{ eldest	eldest.

[The words in brackets are not now used as adjectives.]

LESSON L.

ADJECTIVE PHRASES.

1. We enjoyed a walk through the woods.
2. My brother lives in the house on the hill.
3. Men of honor never betray their friends.

By what is the noun *walk* limited? By what is the noun *house* limited? By what is the noun *men* qualified?

153. Phrases like *through the woods on the hill, of honor*, which limit or qualify the meaning of a noun, are called **adjective phrases**.

Exercise 97.—Mention the adjectives and adjective phrases in the following sentences, and the nouns which they limit :

1. Have you read the interesting story of *Cinderella*?
2. The band played the national airs of Germany.
3. The lateness of the hour prevented further proceedings.
4. Objects of interest may be seen in every direction.
5. We listened to a lecture of great interest, on the Science of Astronomy.
6. The peasants of France wear wooden shoes.
7. The rivers of America are the grandest in the world.
8. The melodious notes of the organ were heard through the aisles of the cathedral.
9. An attentive pupil will become interested in the study of grammar.
10. Boys of good habits are the most likely to secure positions of trust.

154. Adjectives are sometimes equivalent to adjective phrases. Thus,

1. A *courageous* man = A man of *courage*.
2. A *temperance* lecture = A lecture on *temperance*.
3. An *American* citizen = A citizen of *America*.

Exercise 98.—Rewrite the following sentences, changing the adjectives in italics into equivalent adjective phrases :

- | | |
|---|---|
| 1. He is a <i>noted</i> writer. | 11. He occupies an <i>eminent</i> position. |
| 2. He is a <i>truthful</i> man. | 12. Our neighbors are <i>wealthy</i> men. |
| 3. It is a <i>scientific</i> work. | 13. Stanley explored <i>African</i> rivers. |
| 4. Kate is an <i>intelligent</i> girl. | 14. These are <i>California</i> grapes. |
| 5. He is an <i>able</i> man. | 15. He is in a <i>dangerous</i> place. |
| 6. Junot was a <i>courageous</i> soldier. | 16. <i>Country</i> roads are often muddy. |
| 7. Solomon was a <i>wise</i> man. | 17. I have a <i>golden</i> chain. |
| 8. They are <i>distinguished</i> people. | 18. Read the <i>interesting</i> paragraph. |
| 9. He leads a <i>virtuous</i> life. | 19. He is a <i>cultured</i> gentleman. |
| 10. The children are <i>ragged</i> . | 20. I am an <i>American</i> citizen. |

LESSON LI.

CORRECT USE OF ADJECTIVES.

155. *This* and *that* are used before nouns in the singular number, and *these* and *those* before nouns in the plural number. Thus, *this* house, *these* houses; *that* flower, *those* flowers.

156. *This* and *these* always relate to the nearer of two objects, and *that* and *those* to the objects farther off. Thus,

This house is larger than *that* house, means that the house nearer by is larger than the one farther off; and, *these* flowers are more beautiful than *those* flowers, means that the flowers nearest to the one speaking are more beautiful than the flowers farther off.

157. Never use the pronoun *them* in place of the adjective *those*. Thus,

Hand me *them* papers, is incorrect, and should read, Hand me *those* papers.

158. If an adjective is necessarily plural, the noun must be in the plural also. Thus,

I bought eight *load* of wood, is incorrect, and should read, I bought eight *loads* of wood.

Exercise 99.—Correct the errors in the use of adjectives in the following sentences:

1. Will you please hand me them books.
2. The water in the river is only six foot deep.
3. The walk in front of the house is ten foot wide.
4. I am very fond of those kind of grapes.
5. Two cord of wood make a pile sixteen foot long and four foot high.
6. Those kind of compliments are not pleasant.

7. This last ten days have been very cold.
8. He has prudence and industry, and by that means he may become rich.
9. That man, here, is taller than this man there.
10. These pupils in the next room are smarter than these in this room.

LESSON LII.

HOW TO PARSE ADJECTIVES.

159. An adjective is parsed by stating :

1. **Its Class**—whether it is a qualifying or limiting (article, numeral, indefinite numeral, distributive, demonstrative) adjective.

If a limiting adjective, state its class ; whether it is an article, a numeral, indefinite numeral, distributive or demonstrative adjective.

2. **Its degree of Comparison**—whether of the positive, comparative, or superlative degree.
3. **Its Use**—the noun which it modifies ; or the verb which it completes, and the noun or pronoun to which it relates.

MODEL FOR ORAL AND WRITTEN EXERCISES.

160. Those autumn flowers are very beautiful.

Those is a demonstrative adjective and limits the noun *flowers*.

Autumn is a descriptive adjective and modifies the noun *flowers*.

Beautiful is a qualifying adjective, positive degree, completes the verb *are*, and relates to the noun *flowers*.

Exercise 100.—Parse the adjectives in Exercises 89, 97.

LESSON LIII.

VERBS AND VERBALS.

161. A **verb** has been defined as "a word used to assert something about some person or thing."

162. That which is asserted, is usually some *action*, *condition*, or *position* of the subject. Thus,

If we say, "Birds *fly*," the verb *fly* asserts an *action* of birds.

If we say, "The weather *is* cold," the verb *is* asserts the *state* or *condition* of the weather.

The state or condition is usually *represented* by the attributive complement, and the *assertion* is made by the *verb*.

If we say, "The book *lies* on the table," the verb *lies* asserts the *position* of the book.

163. An *action*, *condition*, or *position*, may be assumed or expressed in a general way, and not directly asserted of a subject. Thus,

If we say, "The name of the pupil *reciting* is Henry," the word *reciting* assumes but does not assert an action.

If we say, "I saw a gentleman *sitting* on the piazza," *sitting* assumes but does not assert the position of the gentleman.

If we say, "The Christmas tree, *covered* with gifts, presented a beautiful appearance," *covered* simply assumes a condition of the tree.

If we say, "To *retreat* was impossible," *to retreat* expresses an action in a general way, but does not assert it of a particular subject.

164. Words used like *reciting*, *sitting*, *covered*, and *to retreat*, which assume the action, condition, or position of a subject, or express it in a general way, are called **verbals**.

** For subject of the infinitive and participles, see Appendix, page 201.

165. **Verbals** are divided into two classes according to their forms.

1. **Participles**—*verbals* commonly ending in *ing*, *ed*, or *en* ; as,

1. Are you fond of *skating* ?
2. The train, *delayed* by a storm, was twenty minutes late.
3. The vase, *broken* in pieces, lay upon the floor

A participle with its complements is called a *participial phrase*.

2. **Infinitives**—*verbals* commonly preceded by the preposition *to* ; as,

1. *To live* is not the whole of life.
2. A desire *to excel* in any worthy work is commendable.
3. We are ready *to go* at any time.
4. It is impossible *to see* the sun at midnight.

Infinitives and their complements form *infinitive phrases*.

Exercise 101.—Mention the verbs, participles, and infinitives in the following sentences :

1. To err is human.
2. They went rowing.
3. Seeing is believing.
4. Screaming, they ran.
5. William is yet to come.
6. The birds are beginning to migrate.
7. Drawing trains the eye.
8. We stood looking at the sky.
9. Can he see without looking ?
10. He is too gentle to hurt a fly.
11. Being irritated, I made an angry reply.
12. A fault confessed, is half redressed.
13. Did the dog run away howling with pain ?
14. He would give anything to be elected.
15. Stripping off his coat, he advanced to meet his foe.
16. Sparkling, the ripples dance a lively measure.
17. Forsaken by all my friends, I took refuge in flight.
18. He does not seem to know how sinful swearing is.
19. How can you be so wicked as to mock a man disheartened.
20. The tree felled by the woodman's axe, lay rotting on the ground.

LESSON' LIV.

TRANSITIVE AND INTRANSITIVE VERBS.

- | | |
|---------------------------------------|--------------------------------------|
| 1. Birds build <i>nests</i> . | 4. Horses walk . |
| 2. Horses draw <i>wagons</i> . | 5. Homer was <i>a poet</i> . |
| 3. Birds fly . | 6. The man looks <i>sad</i> . |

Birds build what? Horses draw what? If birds build, must they build something? If horses draw, must they draw something? What kind of complement is *nests*? What kind of complement is *wagons*? What do the verbs *build* and *draw* require to complete their meaning? What word is the *object* of each of these verbs?

166. Verbs like *build* and *draw*, which require an *object* to complete their meaning, are called **transitive verbs**.

What is asserted about birds in the third sentence? About horses in the fourth? Do birds fly anything? Do horses walk anything? Do the verbs *fly* and *walk* require an *object* to complete their meaning?

167. Verbs like *fly* and *walk*, which do not require an *object* to complete their meaning, are called **intransitive verbs**.

168. Most intransitive verbs make a *complete assertion*; as, I walk; He runs; They sleep.

What word explains the subject in the fifth sentence? What word, in the sixth, limits the subject? Would the *verbs* alone make the predicate?

169. A few intransitive verbs require an *attributive complement*; as, Sugar is *sweet*; I feel *sick*; They became *wise*. These may be called *incomplete intransitives*.

170. The principal incomplete intransitive verbs are *be*, *become*, *appear*, *seem*, *feel*, *look*, etc.

Exercise 102.—State whether the verbs in the following sentences are transitive or intransitive :

- | | |
|-----------------------------------|---------------------------------|
| 1. The sun shines brightly. | 11. The snow is very deep. |
| 2. The sun melts the snow. | 12. The snow covers the ground. |
| 3. The pupils study diligently. | 13. Always speak the truth. |
| 4. The pupils study grammar. | 14. How many have the answer ? |
| 5. We walked in the woods. | 15. We were at home. |
| 6. We gathered flowers. | 16. Winter will be here soon. |
| 7. The rain falls gently. | 17. We enjoyed our vacation. |
| 8. Rain moistens the earth. | 18. Who asked the question ? |
| 9. The soldiers fought bravely. | 19. The clock suddenly stopped |
| 10. The soldiers scaled the wall. | 20. Study your lesson. |

LESSON LV.

THE MODES OF THE VERB.

1. I *study*. I *studied*. I *will study*.
2. I *may study*. I *can study*. I *must study*.
3. I would study diligently if I *were* young again.
4. John, *study* your lesson.

Which of the above verbs are used to assert something simply as a *fact*? Name them all.

Which of the above verbs asserts something as *possible* or *contingent*? Which asserts *ability*? Which asserts *obligation* or *necessity*?

Which of the above verbs asserts that which is *merely thought of* in connection with some other assertion. Does *if I were young again*, make an independent statement?

Which of the above verbs expresses a *command*?

171. Verbs like *study*, *studied*, and *will study*, which assert something as a fact, are said to be in the **indicative mode** (§65, I).

172. Verbs like *may study*, *can study*, and *must study*, which assert possibility, contingency, ability, obligation, or necessity, are said to be in the **potential mode**.

Both the indicative and the potential mode are also used in interrogative and exclamatory sentences.

173. A verb like *were*, which is used in a clause that asserts something which is *merely thought* of as conditional or doubtful, or which implies that the contrary is true, is said to be in the **subjunctive mode**.

The clause containing the verb in the subjunctive mode is never used alone, but always limits a principal sentence.

174. A verb like *study*, used to express a command, is said to be in the **imperative mode**.

Exercise 103.—State whether the verbs in the following sentences are in the indicative, potential, subjunctive, or imperative mode, and why:

- | | |
|---------------------------------|---------------------------------------|
| 1. The children behave nicely. | 11. I am waiting for you. |
| 2. I will be ready soon. | 12. You might have helped me. |
| 3. I may go to-morrow. | 13. Bad boys are punished. |
| 4. Always speak distinctly. | 14. We will start soon. |
| 5. Must I leave you now? | 15. Were I king, I would rule wisely. |
| 6. I attend school regularly. | 16. Honor thy father and thy mother. |
| 7. Work the last example. | 17. I was at home all day. |
| 8. You should give attention. | 18. I would help if I were there. |
| 9. Have you studied the lesson? | 19. If he were here, I could go. |
| 10. You could have been early. | 20. Think twice before you speak. |

Exercise 104.—In the foregoing sentences, state what verbs are transitive and what are intransitive; name the objects of the transitive verbs, and the attributive complements of the intransitive verbs.

Exercise 105.—Write sentences to show the use of the modes, five for each.

LESSON LVI.
THE TENSES OF VERBS.

1. Present. I *walk* now.
2. Past. I *walked* yesterday.
3. Future. I *will walk* to-morrow.
4. Present perfect. I *have walked* to-day.
5. Past perfect. I *had walked* before yesterday.
6. Future perfect. I *shall have walked* before to-morrow.

In which of the above sentences does the verb represent the walking as taking place at the *present time*? At some *past time*? At some *future time*? As *completed at the present time*? As *completed at or before some definite time in the past*? As *completed at or before some definite time in the future*?

175. A verb like *walk*, in the first sentence, which represents something as occurring at the present time, is said to be in the **present tense** (365, II).

176. A verb like *walked*, in the second sentence, which represents something as having occurred in the past, is said to be in the **past tense**.

177. A verb like *will walk*, in the third sentence, which represents that something will occur in the future, is said to be in the **future tense**.

178. A verb like *have walked*, in the fourth sentence, which represents something as having been completed or perfected at the present time, is said to be in the **present perfect tense**.

179. A verb like *had walked*, in the fifth sentence, which represents something as having been completed or perfected at

or before some past time, is said to be in the **past perfect tense**.

180. A verb like *shall have walked*, which represents that something will have taken place, or will have been perfected, before some definite time in the future, is said to be in the **future perfect tense**.

Exercise 106.—State the tense of the verbs in the following sentences :

1. I study the lessons diligently.
2. I studied the lessons diligently.
3. I will study the lessons diligently.
4. I have studied the lessons and I will recite.
5. I had studied the lessons and I recited perfectly.
6. I will have studied the lessons before school-time.
7. James spent his vacation in the country and enjoyed himself very much.
8. I will call for you in the morning if you will go with me.
9. We are at home now, but we shall go away soon.
10. James had gone to school before I called.

Exercise 107.—Illustrate each of the tenses by writing a sentence.

LESSON LVII.

REGULAR AND IRREGULAR VERBS.

- | | |
|---------------------------------|----------------------------------|
| 1. I call. | 7. I speak. |
| 2. I <i>called</i> . | 8. I spoke . |
| 3. I will call. | 9. I will speak. |
| 4. I have <i>called</i> . | 10. I have spoken . |
| 5. I had <i>called</i> . | 11. I had spoken . |
| 6. I shall have <i>called</i> . | 12. I shall have spoken . |

In what tense is the verb in the second sentence? What is annexed to the verb *call* when used in the past tense?

In what tense is the verb in the fourth sentence? In the fifth? In the sixth? What is annexed to the verb *call* when used in the perfect tenses?

In what tense is the verb in the eighth sentence? Is *ed* annexed to the verb *speak* when used in the past tense?

What change does take place in the word?

Is *ed* annexed to the verb *speak* in the perfect tenses?

What change does take place?

181. The form of the *principal* verb used in the perfect tenses, is called the **past participle** of the verb. Thus, *called* and *spoken*, in the perfect tenses, are the past participles of the verbs *call* and *speak*.

182. A verb like *call*, whose past tense and past participle are formed by annexing *ed*, is called a **regular verb**.

183. A verb like *speak*, whose past tense and past participle are not formed by annexing *ed*, is called an **irregular verb**.

Exercise 108.—Form the past tense and past participle of each of the following regular verbs:

1. walk.	6. love.	11. play.	16. study.
2. talk.	7. hate.	12. sail.	17. pity.
3. wait.	8. cure.	13. stop.	18. defy.
4. help.	9. desire.	14. gain.	19. apply.
5. hunt.	10. admire.	15. wish.	20. supply.

184. Some verbs have *two forms*, regular and irregular, in the past tense or the past participle, or in both; as,

	<i>Present.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
<i>Regular.</i>	dream	dreamed	dreamed.
<i>Irregular.</i>	dream	dreamt	dreamt.

Exercise 109.—Learn the past tense and past participle of each of the following irregular verbs :

<i>Pres. Tense.</i>	<i>Past Tense.</i>	<i>Past Part.</i>	<i>Pres. Tense.</i>	<i>Past Tense.</i>	<i>Past Part.</i>
1. be (am)	was	been.	18. lay	laid	laid.
2. begin	began	begun.	19. leave	left	left.
3. blow	blew	blown.	20. lie	lay	lain.
4. break	broke	broken.	21. rise	rose	risen
5. choose	chose	chosen.	22. run	ran	run.
6. come	came	come.	23. say	said	said.
7. do	did	done.	24. see	saw	seen.
8. draw	drew	drawn.	25. set	set	set.
9. drive	drove	driven.	26. sit	sat	sat.
10. eat	ate	eaten.	27. sing	sang	sung.
11. fall	fell	fallen.	28. slay	slew	slain.
12. fly	flew	flown.	29. steal	stole	stolen.
13. freeze	froze	frozen.	30. take	took	taken.
14. give	gave	given.	31. tear	tore	torn.
15. go	went	gone.	32. throw	threw	thrown.
16. grow	grew	grown.	33. wear	wore	worn.
17. know	knew	known.	34. write	wrote	written

[See Appendix for full list of irregular verbs.]

LESSON LVIII.

HOW TO FORM THE TENSES.

1. I <i>talk</i> .	I <i>see</i> .
2. I <i>talked</i> .	I <i>saw</i> .
3. I <i>will talk</i> (or I <i>shall talk</i>).	I <i>will see</i> (or I <i>shall see</i>).
4. I <i>have talked</i> .	I <i>have seen</i> .
5. I <i>had talked</i> .	I <i>had seen</i> .
6. I <i>shall have talked</i> (or I <i>will have talked</i>).	I <i>shall have seen</i> (or I <i>will have seen</i>).

Is *talk* a regular or an irregular verb? Why? Give the past tense and the past participle.

Is *see* a regular or an irregular verb? Why? Name the past tense and the past participle of this verb.

In what tense is the verb *talk* in the first sentence?

In what tense is the verb *see* in the first?

How is the *past tense* of the verb *talk* formed? Of the verb *see*?

How is the *future tense* of the verb *talk* formed? Of the verb *see*?

What word is prefixed to the *past participle* of the verbs *talk* and *see* to form the *present perfect tense*?

How is the *past perfect tense* formed?

What words are prefixed to the root to form the *future perfect tense*?

Notice the two forms of the *future* and the *future perfect tense* of the verb? (See also 198.)

185. A verb when used alone in its simple or root form, is always in the **present tense**.

186. The **past tense** of regular verbs is formed by annexing *ed* to the root. [For irregular verbs, see Table, p. 182.]

187. The **future tense** is formed by prefixing *shall* or *will* to the simple or root form of the verb.

188. The **present perfect tense** is formed by prefixing *have* to the past participle of the verb.

189. The **past perfect tense** is formed by prefixing *had* to the past participle of the verb.

190. The **future perfect tense** is formed by prefixing *will have* or *shall have* to the past participle of the verb.

Exercise 110.—Write (or give orally) sentences containing each of the following verbs in all of the tenses:

- | | | | | |
|----------|----------|----------|-----------|------------|
| 1. eat. | 3. go. | 5. see. | 7. speak. | 9. rise. |
| 2. fall. | 4. know. | 6. sing. | 8. say. | 10. write. |

LESSON LIX.

PERSON AND NUMBER OF THE VERB.

191. In the previous lessons on the verb, the pronoun *I*, which is in the *first person* and *singular number*, has been used as the subject.

192. The pupil is now asked to observe what changes take place in the form of the verb when used with **subjects of the different persons and numbers.**

PRESENT TENSE.

Singular.

1. I see.
2. Thou seest.
3. He sees.

Plural.

1. We see.
2. You see.
3. They see.

In what person and number is the pronoun *thou*? What is annexed to the verb *see*?

In what person and number is the pronoun *he*? What is annexed to the verb?

Is there any change in the verb in the different persons of the plural number?

PAST TENSE.

Singular.

1. I saw.
2. Thou sawest.
3. He saw.

Plural.

1. We saw.
2. You saw.
3. They saw.

In which person and number is the verb changed? What is annexed to it?

FUTURE TENSE.

Singular.

1. I shall see, or I will see.
2. Thou wilt see, or Thou shalt see.
3. He will see, or He shall see.

Plural.

1. We shall see, or We will see.
2. You will see, or You shall see.
3. They will see, or They shall see.

In which person and number is the verb changed? Does the change occur in the principal verb or in the signs of the future tense? What is the change? (See also 198.)

PRESENT PERFECT TENSE.

Singular.

1. I have seen.
2. Thou hast seen.
3. He has seen.

Plural.

1. We have seen.
2. You have seen.
3. They have seen.

State what change occurs in the second person singular. In the third person singular.

PAST PERFECT TENSE.

Singular.

1. I had seen.
2. Thou hadst seen.
3. He had seen.

Plural.

1. We had seen.
2. You had seen.
3. They had seen.

In which person and number does a change occur? What is it?

FUTURE PERFECT TENSE.

Singular.

1. I shall, or will, have seen.
2. Thou wilt, or shalt, have seen.
3. He will, or shall, have seen.

Plural.

1. We shall, or will, have seen.
2. You will, or shall, have seen.
3. They will, or shall, have seen.

State what change occurs, and the person and number.

193. Nouns when used as the subjects of verbs are always in the third person, and consequently require the same forms of the verb as the pronouns of the third person. Thus,

PRESENT TENSE.

Singular.

The boy plays.
The girl sings.

Plural.

The boys play.
The girls sing.

PRESENT PERFECT TENSE.

Singular.

The boy has played.
The girl has sung.

Plural.

The boys have played.
The girls have sung.

Exercise 111.—Write (or give orally) sentences containing each of the following verbs in all the tenses and in the person and number indicated :

<i>Verbs.</i>	<i>Person.</i>	<i>Number.</i>	<i>Verbs.</i>	<i>Person.</i>	<i>Number.</i>
1. walk.	first.	singular.	6. eat.	second.	plural.
2. talk.	second.	singular.	7. play.	third.	plural.
3. hope.	third.	singular.	8. choose.	third.	singular.
4. study.	third.	singular.	9. give.	second.	singular.
5. study.	first.	plural.	10. know.	first.	singular.

LESSON LX.

THE INDICATIVE MODE.

194. In what mode are all the verbs in the previous lessons on tenses, and person and number ?

195. How many tenses, then, has the indicative mode ? Name them.

196. Study the following forms and see if they indicate the formation of verbs in the different tenses, persons, and numbers of the indicative mode.

R. = Root, or present tense-form of any verb. **Pa. T.** = Past Tense. **Pa. P.** = Past Participle.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I (R.).	1. We (R.).
2. Thou (R.) est.	2. You (R.).
3. He (R.) s.	3. They (R.).

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I (Pa. T.).	1. We (Pa. T.).
2. Thou (Pa. T.) st.	2. You (Pa. T.).
3. He (Pa. T.).	3. They (Pa. T.).

FUTURE TENSE.

Singular.

1. I *shall* or *will* (R.).
2. Thou *wilt* or *shalt* (R.).
3. He *will* or *shall* (R.).

Plural.

1. We *shall* or *will* (R.).
2. You *will* or *shall* (R.).
3. They *will* or *shall* (R.).

PRESENT PERFECT TENSE.

Singular.

1. I *have* (Pa. P.).
2. Thou *hast* (Pa. P.).
3. He *has* (Pa. P.).

Plural.

1. We *have* (Pa. P.).
2. You *have* (Pa. P.).
3. They *have* (Pa. P.).

PAST PERFECT TENSE.

Singular.

1. I *had* (Pa. P.).
2. Thou *hadst* (Pa. P.).
3. He *had* (Pa. P.).

Plural.

1. We *had* (Pa. P.).
2. You *had* (Pa. P.).
3. They *had* (Pa. P.).

FUTURE PERFECT TENSE.

Singular.

1. I *shall* or *will have* (Pa. P.).
2. Thou *wilt* or *shalt have* (Pa. P.).
3. He *will* or *shall have* (Pa. P.).

Plural.

1. We *shall* or *will have* (Pa. P.).
2. You *will* or *shall have* (Pa. P.).
3. They *will* or *shall have* (Pa. P.).

Are the verbs in the first person singular and the first, second, and third person plural alike in the present tense? What is annexed to the verb in the second person singular? To the verb in the third person singular? How is the second person singular indicated in the past tense? Are all the other verbs alike?

State how the verbs in the future tense are formed for each person and number.

State the same for the present perfect tense. For the past perfect tense. For the future perfect tense.

197. **Thou and You.**—The form of the second person plural is now generally used for the second person singular; as, *You have seen*, instead of *Thou hast seen*.

198. **Shall and Will.**—*Shall* in the first person simply foretells, and in the second and third persons promises and

threatens. **Will** in the first person promises or threatens, and in the second and third persons simply foretells. Thus,

I shall go.	} Simply foretells.	I will go.	} Promises, threatens, or commands.
Thou wilt go.		Thou shalt go.	
He will go.		He shall go.	

LESSON LXI.

THE POTENTIAL MODE.

199. The potential mode has four tenses :

1. **Present tense.**—*I may see, I can see, or I must see.*
2. **Past tense.**—*I might see, I could see, I would see, or I should see.*
3. **Present perfect tense.**—*I may, can, or must have seen.*
4. **Past perfect tense.**—*I might, could, would, or should have seen.*

What words are used with the *root form* (or *present tense*) of the verb to form the **present potential** ?

What words are used with the *root form* (or *present tense*) of the verb to form the **past potential** ?

What words are used with the *past participle* of the verb to form the **present perfect potential** ?

What words are used with the *past participle* of the verb to form the **past perfect potential** ?

200. In the *second person singular*, **st** is annexed to the auxiliaries *may, might, etc.* Thus,

Thou *mayst* see.
Thou *mightst* see.

Thou *mayst* have seen.
Thou *mightst* have seen.

201. The forms of the verb are the same for the first and third singular, and first, second and third plural. Thus,

Present tense.—I, he, we, you, or they, *may, can, or must see.*

Past tense.—I, he, we, you, or they, *might, could, would, or should see.*

Present perfect tense.—I, he, we, you, or they, *may, can, or must have seen.*

Past perfect tense.—I, he, we, you, or they, *might, could, would, or should have seen.*

Exercise 112.—Write (or give orally) sentences containing the verbs of the last exercise (111) in the different tenses of the potential mode, and in any person and number indicated by the teacher, using each of the auxiliaries. (See 199.)

Exercise 113.—Name the tense, person, and number of the verb in each of the following:

- | | |
|------------------------|-----------------------|
| 1. We must go. | 4. It would not come. |
| 2. They may have come. | 5. You might see. |
| 3. He could walk. | 6. I can write. |

LESSON LXII.

THE VERB BE.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I am.
2. Thou art.
3. He is.

Plural.

1. We are.
2. You are.
3. They are.

What is the first person singular of the verb *be*? The second person singular? The third person singular? The first, second and third persons plural? *Am, art, is, and are,* are used in what tense? In what mode?

PAST TENSE.

Singular.

1. I was.
2. Thou wast.
3. He was.

Plural.

1. We were.
2. You were.
3. They were.

What is the first person singular of the verb *be* in the past tense? The second person singular? The third person singular? The first, second, and third persons plural?

FUTURE TENSE.

Singular.

1. I shall or will be.
2. Thou wilt or shalt be.
3. He will or shall be.

Plural.

1. We shall or will be.
2. You will or shall be.
3. They will or shall be.

Are the same auxiliaries, *shall* and *will*, used in forming the future tense of the verb *be*, as in forming the future tense of other verbs? Is the verb *be* changed in any of the persons and numbers? Why is *shall* used in the first, and *will* in the second and third persons? (See 198.)

PRESENT PERFECT TENSE.

Singular.

1. I have been.
2. Thou hast been.
3. He has been.

Plural.

1. We have been.
2. You have been.
3. They have been.

PAST PERFECT TENSE.

Singular.

1. I had been.
2. Thou hadst been.
3. He had been.

Plural.

1. We had been.
2. You had been.
3. They had been.

FUTURE PERFECT TENSE.

Singular.

1. I shall or will have been.
2. Thou wilt or shalt have been.
3. He will or shall have been.

Plural.

1. We shall or will have been.
2. You will or shall have been.
3. They will or shall have been.

In forming the perfect tenses of other verbs in the indicative mode, was the past tense used or the past participle? What is the past participle of the verb *be*? Are the perfect tenses of the verb *be* formed the same as the perfect tenses of other verbs in the indicative mode?

POTENTIAL MODE.

PRESENT TENSE.

Singular.

1. I may be.
2. Thou mayst be.
3. He may be.

Plural.

1. We may be.
2. You may be.
3. They may be.

PAST TENSE.

Singular.

1. I might be.
2. Thou mightst be.
3. He might be.

Plural.

1. We might be.
2. You might be.
3. They might be.

PRESENT PERFECT TENSE.

Singular.

1. I may have been.
2. Thou mayst have been.
3. He may have been.

Plural.

1. We may have been.
2. You may have been.
3. They may have been.

PAST PERFECT TENSE.

Singular.

1. I might have been.
2. Thou mightst have been.
3. He might have been.

Plural.

1. We might have been.
2. You might have been.
3. They might have been.

In the potential mode of the verb *be*, are the same auxiliaries used in the different tenses, persons, and numbers as are used for other verbs? In which tenses is the verb *be* used without any change? In which tenses is the past participle *been* used.

Exercise 114.—Be prepared to give the verb *be* in any mode, tense, person, and number, which the teacher may dictate, and with any of the auxiliaries.

Exercise 115.—Give the different persons and numbers of the verb *be* in the present and present perfect potential, using the auxiliary *can*; using the auxiliary *must*. In the past and past perfect tenses use each of the auxiliaries, *could*, *would*, *should*, in the same way you have used *might* in the foregoing table.

Educ T

THE PASSIVE FORM OF VERBS.

5. The **progressive form** of a verb is formed by annexing its present **participle** to that tense.

Exercise 116. — 1. Write (or give orally) sentences using the following verbs in the simple form, in the present, past, and future tenses, giving the person, and number indicated. 2. Rewrite the sentences, giving the same verbs in the progressive form.

Verbs.	Mode.	Time.
Begin.	Indicative.	Present.
Continue.	Imperative.	Past.
Stop.	Infinitive.	Future.
Write.	Subjunctive.	Present.
Read.	Conditional.	Past.
Speak.	Imperative.	Future.
Listen.	Infinitive.	Present.
Observe.	Subjunctive.	Past.
Remember.	Conditional.	Future.
Forget.	Imperative.	Present.
Know.	Infinitive.	Past.
Understand.	Subjunctive.	Future.
Learn.	Conditional.	Present.
Teach.	Imperative.	Past.
Explain.	Infinitive.	Future.
Describe.	Subjunctive.	Present.
Discuss.	Conditional.	Past.
Argue.	Imperative.	Future.
Debate.	Infinitive.	Present.
Conclude.	Subjunctive.	Past.
Summarize.	Conditional.	Future.
Review.	Imperative.	Present.
Revisit.	Infinitive.	Past.
Re-examine.	Subjunctive.	Future.
Re-consider.	Conditional.	Present.
Re-evaluate.	Imperative.	Past.
Re-assess.	Infinitive.	Future.
Re-analyze.	Subjunctive.	Present.
Re-synthesize.	Conditional.	Past.
Re-formulate.	Imperative.	Future.
Re-organize.	Infinitive.	Present.
Re-arrange.	Subjunctive.	Past.
Re-structure.	Conditional.	Future.
Re-design.	Imperative.	Present.
Re-develop.	Infinitive.	Past.
Re-improve.	Subjunctive.	Future.
Re-enhance.	Conditional.	Present.
Re-strengthen.	Imperative.	Past.
Re-solidify.	Infinitive.	Future.
Re-firm.	Subjunctive.	Present.
Re-stabilize.	Conditional.	Past.
Re-secure.	Imperative.	Future.
Re-ensure.	Infinitive.	Present.
Re-guarantee.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.
Re-ensure.	Subjunctive.	Past.
Re-warrant.	Conditional.	Future.
Re-verify.	Imperative.	Present.
Re-validate.	Infinitive.	Past.
Re-confirm.	Subjunctive.	Future.
Re-reinforce.	Conditional.	Present.
Re-support.	Imperative.	Past.
Re-back up.	Infinitive.	Future.
Re-protect.	Subjunctive.	Present.
Re-defend.	Conditional.	Past.
Re-guard.	Imperative.	Future.
Re-secure.	Infinitive.	Present.

<i>Verbs.</i>	<i>Mode.</i>	<i>Tense.</i>	<i>Person.</i>
Begin.	indicative.	present.	third.
Come.	potential.	present.	third.
Do.	indicative.	present.	third.
Draw.	potential.	present.	third.
Drain.	indicative.	past.	third.
Eat.	potential.	past.	third.
Give.	indicative.	future.	third.
Grow.	indicative.	present perfect.	third.
Run.	indicative.	past perfect.	third.
Write.	indicative.	future perfect.	third.

Exercise 117.—Be prepared to write (or give orally) containing the verbs in the preceding exercise in the present tense, person, number, and form, which the

LESSON LXIV.

THE PASSIVE FORM OF VERBS
INDICATIVE MODE.

Present tense.	ACTIVE FORM.	PASSIVE FORM.
1st tense.	I see.	I am <i>seen</i> .
2nd tense.	I saw.	I <i>was seen</i> .
3rd tense.	I will see.	I <i>will be seen</i> .
4th tense.	I have seen.	I <i>have been seen</i> .
5th tense.	I had seen.	I <i>had been seen</i> .
6th tense.	I shall have seen.	I <i>shall have been seen</i> .

LESSON LXIII.

THE PROGRESSIVE FORM OF VERBS.

INDICATIVE MODE.

	SIMPLE FORM.	PROGRESSIVE FORM.
Present tense.	I see.	I am <i>seeing</i> .
Past tense.	I saw.	I was <i>seeing</i> .
Future tense.	I will see.	I will be <i>seeing</i> .
Pres. per. tense.	I have seen.	I have been <i>seeing</i> .
Past per. tense.	I had seen.	I had been <i>seeing</i> .
Fut. per. tense.	I shall have seen.	I shall have been <i>seeing</i> .

POTENTIAL MODE.

	SIMPLE FORM.	PROGRESSIVE FORM.
Present tense.	I may see.	I may be <i>seeing</i> .
Past tense.	I might see.	I might be <i>seeing</i> .
Pres. per. tense.	I may have seen.	I may have been <i>seeing</i> .
Past per. tense.	I might have seen.	I might have been <i>seeing</i> .

What is the difference in meaning between the verbs in the simple form and the corresponding verbs in the progressive form?

202. Verbs like *am seeing*, *was seeing*, *might have been seeing*, which represent the action as continuing at the time indicated by the verb, are said to be in the progressive form.

If the word *seeing* were omitted from each of the above verbs in the progressive form, how would the sentences read? You would have remaining the different tenses of what verb? Of what are the different verbs in the progressive form composed?

203. *Seeing* is the *present participle* of the verb *see*.

204. The present participle of any verb is formed by annexing *ing* to its present tense or root.

205. The *progressive form* of a verb in any tense is formed by annexing its **present participle** to the verb **be** in that tense.

Exercise 116.—1. Write (or give orally) sentences containing the following verbs in the simple form, in the mode, tense, person, and number indicated. 2. Rewrite the sentences, giving the same verbs in the progressive form:

<i>Verbs.</i>	<i>Mode.</i>	<i>Tense.</i>	<i>Person.</i>	<i>Number</i>
1. Begin.	indicative.	present.	third.	singular
2. Come.	potential.	present.	third.	singular.
3. Do.	indicative.	present.	third.	plural.
4. Draw.	potential.	present.	third.	plural.
5. Drain.	indicative.	past.	third.	singular.
6. Eat.	potential.	past.	third.	plural.
7. Give.	indicative.	future.	third.	singular.
8. Grow.	indicative.	present perfect.	third.	singular.
9. Run.	indicative.	past perfect.	third.	singular.
10. Write.	indicative.	future perfect.	third.	singular.

Exercise 117.—Be prepared to write (or give orally) sentences containing the verbs in the preceding exercise, in any mode, tense, person, number, and form, which the teacher may dictate.

LESSON LXIV.

THE PASSIVE FORM OF VERBS.

INDICATIVE MODE.

	ACTIVE FORM.	PASSIVE FORM.
Present tense.	I see.	I am <i>seen</i> .
Past tense.	I saw.	I was <i>seen</i> .
Future tense.	I will see.	I will be <i>seen</i> .
Pres. per. tense.	I have seen.	I have been <i>seen</i> .
Past per. tense.	I had seen.	I had been <i>seen</i> .
Fut. per. tense.	I shall have seen.	I shall have been <i>seen</i> .

POTENTIAL MODE.

	ACTIVE FORM.	PASSIVE FORM.
Present tense.	I may see.	I may be <i>seen</i> .
Past tense.	I might see.	I might be <i>seen</i> .
Pres. per. tense.	I may have seen.	I may have been <i>seen</i> .
Past per. tense.	I might have seen.	I might have been <i>seen</i> .

What is the difference in meaning between a sentence containing the active form of a verb and the corresponding sentence containing the passive form?

206. The *active form* represents the *subject* as *doing* something.

207. The *passive form* represents the subject as receiving that which is done.

208. The *passive form* of a verb in any tense is formed by annexing its **past participle** to the verb **be** in that tense.

Only *transitive* verbs (166) can have the *passive form*.

In the *active* form, the past participle in the perfect tenses is **always active** in meaning, and in this sense is never used as a verbal. In the *passive* form it has a passive sense, like the verbal, but is used with the auxiliary to *assert*, and not to *assume*.

Exercise 118.—Be prepared to write (or give orally) sentences containing the following verbs in the mode, tense, person, number, and form, which the teacher may dictate.

1. choose.	6. freeze.	11. defy.	16. tear.
2. draw.	7. help.	12. hate.	17. throw.
3. drive.	8. know.	13. supply.	18. love.
4. forbid.	9. see.	14. steal.	19. stop.
5. forsake.	10. show.	15. take.	20. pity.

Exercise 119.—Change the sentences you have written, from the active to the passive form, and from the passive to the active.

LESSON LXV.

ACTIVE AND PASSIVE VOICE OF TRANSITIVE VERBS.

1. Morse **invented** the *telegraph*.
2. The *telegraph* **was invented** by Morse.

Do both sentences state the same fact? Have both sentences the same form? How do they differ?

What is the subject of the verb in the first sentence? What is the object of the verb?

What is the subject of the verb in the second sentence? What is the verb? By what is it modified? The word used as subject in the first sentence has become the object of what in the second sentence?

Upon what does the action expressed by the verb *invented* terminate in the first sentence? Upon what does the action expressed by the verb *was invented* terminate in the second sentence?

209. A transitive verb like *invented*, in the first sentence, which represents the subject as acting upon an object, is said to be in the **active voice**, and is called a **transitive active verb**.

210. A verb like *was invented*, in the second sentence, which represents the subject as receiving the action, is said to be in the **passive voice**, and is called a **transitive passive verb**.

An intransitive verb has no passive form.

211. Observe the difference in construction of the following sentences, caused by the transitive active verbs being changed into transitive passive verbs:

TRANSITIVE ACTIVE.

1. Cats kill birds.
2. John worked the example.
3. Rain moistens the earth.
4. Teachers instruct children.

TRANSITIVE PASSIVE.

- Birds are killed by cats.
The example was worked by John.
The earth is moistened by rain.
Children are instructed by teachers.

Exercise 120.—Rewrite the following sentences, changing the transitive active verbs into transitive passive, and the transitive passive verbs into transitive active :

- | | |
|-----------------------------------|-------------------------------|
| 1. The spider caught the fly. | 11. I found the book. |
| 2. Honey is made by bees. | 12. We consulted a lawyer. |
| 3. Nests are built by birds. | 13. They did the work. |
| 4. The teacher punished John. | 14. The noise disturbs me. |
| 5. The sun warms the earth. | 15. The walk tired us. |
| 6. The trees shade the street. | 16. The teacher helped them. |
| 7. Indians inhabited America. | 17. This will please you. |
| 8. Fulton invented the steamboat. | 18. Who called for me ? |
| 9. The farmer tills the soil. | 19. Who worked the example ? |
| 10. Boys make all the noise. | 20. By whom were you taught ? |

LESSON LXVI.

EMPHATIC FORM OF VERBS.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I do see.
2. Thou dost see.
3. He does see.

Plural.

1. We do see.
2. You do see.
3. They do see.

PAST TENSE.

Singular.

1. I did see.
2. Thou didst see.
3. He did see.

Plural.

1. We did see.
2. You did see.
3. They did see.

What is the difference between the *simple* form, I *see*, and the *emphatic* form, I *do see* ? Between I *saw* and I *did see* ?

What form of the principal verb *see* is used with *did* in the *emphatic* form of the past tense ?

212. Instead of the simple form in the present and the past tense, the *emphatic form* is sometimes used.

213. The auxiliary **do** (see 214) is used with the *root* of a verb, to form the present tense *emphatic*, and the auxiliary **did** to form the past tense *emphatic*.

Exercise 121.—Write sentences, using the verbs in Exercise 110 in each of the three forms, simple, progressive, and emphatic, in the present and past tenses.

AUXILIARY VERBS.

214. Verbs like *be, do, have, shall, may, might, etc.*, when *prefixed* to a principal verb to form the *compound tenses*, are called **auxiliary verbs**. They are as follows, and as auxiliaries have the forms of only the present and past tenses, except *be*, which is used as an auxiliary in all its parts (see 202, 208):

<i>Present.</i>	do	have	shall	will	may	can	must.
<i>Past.</i>	did	had	should	would	might	could	—.

215. *Be, do, and have*, are also principal verbs, and take the others before them, in their compound tenses, as auxiliaries; as,

I *shall be* satisfied.

I *may have done* so.

I *may have a* book.

I *have had* enough, etc.

216. A verb is made to *deny* by using with it the word *not*; as, I *will write*.; I *will not write*.

217. The negative (*not*) is placed after the verb in the simple form, and after the first auxiliary in the compound form; as, You came *not*; You did *not* come; He would *not* have succeeded if he had *not* been helped.

LESSON LXVII.

VERBS IN INTERROGATIVE SENTENCES.

INDICATIVE MODE.

	COMMON FORM.	PROGRESSIVE FORM.
Present tense.	Do you write?	Are you writing?
Past tense.	Did you write?	Were you writing?
Future tense.	Will you write?	Will you be writing?
Pres. per. tense.	Have you written?	Have you been writing?
Past per. tense.	Had you written?	Had you been writing?
Fut. per. tense.	Shall you have written?	Shall you have been writing?

POTENTIAL MODE.

	COMMON FORM.	PROGRESSIVE FORM.
Present tense.	Can you write?	Can you be writing?
Past tense.	Could you write?	Could you be writing?
Pres. per. tense.	Can you have written?	Can you have been writing?
Past per. tense.	Could you have written?	Could you have been writing?

218. By carefully observing the above forms you will see that the verb is used in interrogative sentences, in both the common and the progressive form, by changing the position of the subject :

1. When the verb has an auxiliary, by placing the subject between the auxiliary and the verb.

2. When the verb has more than one auxiliary, by placing the subject after the first auxiliary.

3. In the present and past indicative, the *emphatic* instead of the common form of the verb is generally used.

Exercise 122.—Change the following declarative sentences into interrogative sentences :

- | | |
|--------------------------------|-------------------------------------|
| 1. Grammarians differ. | 11. Eclipses have been foretold. |
| 2. Corn is not planted. | 12. Words may be parsed. |
| 3. Children will talk. | 13. The vivid lightning flashed. |
| 4. The frost kills the leaves. | 14. The company was very merry. |
| 5. We are studying. | 15. You must not go immediately. |
| 6. The sun is shining. | 16. The work will soon be finished. |
| 7. The boys are coming. | 17. You were with me all day. |
| 8. He could have helped. | 18. You do not know your lesson. |
| 9. You might have gone. | 19. They know their lessons. |
| 10. He thinks it will rain. | 20. Gently blows the evening breeze |

The simple form of the verb is sometimes used in the present and past tenses ; as,

Seest thou these great buildings ?

Saw ye not his face ?

In the simple form, the verb is placed before the subject.

When the interrogative sentence is *negative*, the negative is placed immediately after the subject ; as,

Seest thou *not* this picture ?

Have you *not* seen my brother ?

219. Only the *indicative* and *potential* modes can be used in interrogative sentences.

LESSON LXVIII.

THE SUBJUNCTIVE MODE.

220. A verb in the **subjunctive mode** is used in a subordinate clause to express something *merely thought of* as conditional or doubtful, and generally to imply that the *contrary* is true (173). Thus,

If I *were* at home I could rest, means that I am not at home and therefore I cannot rest. The conditional clause, *If I were at home*, expresses

something of which I merely think, and at the same time implies that I am not at home. Hence the verb, *were*, is in the **subjunctive mode**.

221. Observe the forms of the verbs *see* and *be* as given below, and state how, and in what tenses, persons, and numbers, they differ from the forms of the indicative mode.

THE VERB SEE.

Subjunctive Mode.

PRESENT TENSE.

- | | |
|-----------------|-----------------|
| 1. If I see. | 1. If we see. |
| 2. If thou see. | 2. If you see. |
| 3. If he see. | 3. If they see. |

PAST TENSE.

- | | |
|-----------------|-----------------|
| 1. If I saw. | 1. If we saw. |
| 2. If thou saw. | 2. If you saw. |
| 3. If he saw. | 3. If they saw. |

Indicative Mode.

PRESENT TENSE.

- | | |
|----------------|--------------|
| 1. I see. | 1. We see. |
| 2. Thou seest. | 2. You see. |
| 3. He sees. | 3. They see. |

PAST TENSE.

- | | |
|-----------------|--------------|
| 1. I saw. | 1. We saw. |
| 2. Thou sawest. | 2. You saw. |
| 3. He saw. | 3. They saw. |

How does the verb *see* in the subjunctive mode differ from the indicative in the second person singular, present tense? Third person singular? Second person singular, past tense?

THE VERB BE.

Subjunctive Mode.

PRESENT TENSE.

- | | |
|----------------|----------------|
| 1. If I be. | 1. If we be. |
| 2. If thou be. | 2. If you be. |
| 3. If he be. | 3. If they be. |

PAST TENSE.

- | | |
|------------------|------------------|
| 1. If I were. | 1. If we were. |
| 2. If thou were. | 2. If you were. |
| 3. If he were. | 3. If they were. |

Indicative Mode.

PRESENT TENSE.

- | | |
|--------------|--------------|
| 1. I am. | 1. We are. |
| 2. Thou art. | 2. You are. |
| 3. He is. | 3. They are. |

PAST TENSE.

- | | |
|---------------|---------------|
| 1. I was. | 1. We were. |
| 2. Thou wast. | 2. You were. |
| 3. He was. | 3. They were. |

How does the verb *be* in the subjunctive differ from the indicative in the present tense, first person singular? Second person singular? Third person singular? First, second, and third persons plural?

Point out the differences between the indicative and the subjunctive forms of the verb *be* in the past tense.

Instead of the direct form, *if I were*, the verb is frequently placed before the subject; as, "*Were I Brutus and Brutus Anthony*," etc. In poetry the form *were*, is sometimes used for *would be* (potential mode); as, *There were no need for arsenals and forts* (that is, there *would be* no need).

Exercise 123.—In the following sentences, mention the verbs which are in the subjunctive mode :

1. If he were here, I would ask him.
2. If I were rich, I would be kind to the needy.
3. If the boy were not idle most of the time he would make rapid progress.
4. If thine eye offend thee, pluck it out.
5. I remind thee, lest thou forget thy duty.
6. No man can do these miracles except God be with him.
7. Though he slay me, yet will I trust in him.
8. If I were he, I would act differently.
9. If it were not so, I would have told you.
10. She could not be more queenly if she were a queen.

Exercise 124.—Write ten sentences, each containing a verb in the subjunctive mode.

LESSON LXIX.

THE IMPERATIVE MODE.

222. Verbs in the *imperative* mode are used only in imperative sentences, and are always in the *second person* and *present tense*.

223. They have the same form for both the *singular* and the *plural number*. Thus,

SINGULAR NUMBER.

Boy, *study* thou.

Boy, [you] *study*.

Study the lesson.

PLURAL NUMBER.

Boys, *study* ye.

Boys, [you] *study*.

Study the lesson.

224. The subject of a verb in the imperative mode is usually the pronoun *you* either expressed or understood, — **Study thou** and **Study ye**, being solemn or emphatic forms.

Exercise 125.—Write ten sentences containing verbs in the imperative mode.

Exercise 126.—Write ten sentences containing verbs in the potential mode, which differ in tense, person, or number.

Exercise 127.—Write ten sentences containing verbs in the indicative mode, which differ in tense, person, or number.

Exercise 128.—Write ten sentences containing verbs in the subjunctive mode.

LESSON LXX.

PAST TENSE AND PAST PARTICIPLE.

225. In the previous lessons on the verb you have learned :

1. That the form of the verb called the **past tense** is used *only* in the *past indicative*. (176, 196.)

2. That the **past participle** of a verb is always used in the *present perfect*, *past perfect*, and *future perfect tenses* (except in the progressive form). (188, 189, 190.)

3. That **have**, **hast** or **has**, and **had** or **hadst**, are the auxiliaries used in forming the *perfect tenses*; and consequently the *past participle* and not the *past tense* of a verb must always be used in combination with any form of the auxiliary *have*. (188, 189.)

4. That, in the passive form, any tense of a verb is composed of the verb *be* in that tense and the *past participle*; and consequently the *past participle* of a verb and not the *past tense* is the proper form to use with the verb *be*. (208.)

226. Rule.—The past tense must not be used for the past participle, nor the past participle for the past tense.

1. In *regular* verbs, there is no liability to error, as the *forms* of the past tense and past participle are the same; but in the application of this rule to *irregular* verbs, great care must be observed. See 109, also list of irregular verbs in Appendix.

2. Care should be taken to discriminate in words similar in sound, but of different form or meaning; as, set, sit; lie, lay; fly, flee, flow, etc. Avoid such barbarisms as *choosed* for *chose* or *chosen*; *bust* for *burst*; *loosed* for *lost*; *drownded* for *drowned*; *loss* for *lose*; *growed* for *grew*; *knowed* for *knew*; *seed* for *saw*; *stoled* for *stole*; *teached* for *taught*, and the like. See § 227, Lesson 71.

Exercise 129.—Correct the errors in the use of the past tense and past participle in the following sentences, and write the sentences as corrected:

1. I should have went if you had asked me.
2. I wish I had chose a different seat.
3. A certain man become rich and soon begun to be weary of having nothing to do.
4. My book was stole and my slate is broke.
5. Who has took my books out of my desk.
6. He has rose from a tow-boy to the presidency.
7. The French language is spoke in every part of Europe.
8. I have wrote for the books, but they have not came.
9. The bird has flew out of its cage and it will be eat by the cat.
10. The story is wrote by a lady and was began in Appleton's Journal.
11. I seen him when he come home yesterday.
12. Has any one saw the book my father has gave me?
13. The lady sung very sweetly, and she has sang that song many times before.

Exercise 130.—Write ten sentences, each containing a different verb in the past tense; ten containing these verbs in one of the compound tenses with the auxiliary *have*; ten with the auxiliaries of the verb *be*; using the list of verbs, Exercise 109.

LESSON LXXI.

LAY AND LIE—SET AND SIT.

227. Several verbs similar in sound, but unlike in meaning, are often used incorrectly in the past tense and in the participles ; among these are the following :

I. THE VERBS LAY AND LIE.

228. **Lay** is a *transitive* verb and requires an object.
Pres. T., *lay*. Past T., *laid*. Pres. P., *laying*. Past P., *laid*.

229. **Lie** is *intransitive* and does not require an object.
Pres. T., *lie*. Past T., *lay*. Pres. P., *lying*. Past P., *lain*.

[*Lie*, to utter a falsehood, is regular ; lie, lied, lying, lied.]

230. Observe the difference in their use :

- | | |
|-------------------------|--|
| 1. Present Tenses. | { Lay the book down.
Lie down and rest. |
| 2. Past Tenses. | { He laid the book down.
He lay down to rest. |
| 3. Present Participles. | { He is laying the book down.
He is lying down to rest. |
| 4. Past Participles. | { He has laid the book down.
He has lain down to rest. |

II. THE VERBS SET AND SIT.

231. **Set** is a *transitive* verb and requires an object.
Pres. T., *set*. Past T., *set*. Pres. T., *setting*. Past P., *set*.

232. **Sit** is *intransitive* and does not require an object.
Pres. T., *sit*. Past T., *sat*. Pres. P., *sitting*. Past P., *sat*.

- | | |
|-------------------------|--|
| 1. Present Tenses. | { Set the dish on the table.
Sit by the window. |
| 2. Past Tenses. | { He set the dish on the table.
He sat by the window. |
| 3. Present Participles. | { He is setting the dish on the table.
He is sitting by the window. |
| 4. Past Participles. | { He has set the dish on the table.
He has sat down by the window. |

233. The following named verbs, also, and some others, should be similarly discriminated:

Raise, to lift, regular, transitive; raise, raised, raising, raised.

Rise, to ascend, irregular, intransitive; rise, rose, rising, risen.

See, to perceive, irreg., transitive; see, saw, seeing, seen.

Saw, to cut, regular or irregular, transitive; saw, sawed, sawing, sawed or sawn.

Exercise 131.—State in which sentence the verb is used correctly, and why. Copy the correct sentences.

- | | |
|---------------------------------------|--------------------------------------|
| 1. I will lie down and rest, | or I will lay down and rest. |
| 2. The book is laying on the table, | " The book is lying on the table. |
| 3. The boys are sitting under a tree, | " The boys are setting under a tree. |
| 4. I set the pail on the ground, | " I sat the pail on the ground. |
| 5. He lay down for an hour, | " He laid down for an hour. |
| 6. I have laid the pen down, | " I have lain the pen down. |
| 7. I have set for my picture, | " I have sat for my picture. |
| 8. They are sitting round the table, | " They are setting round the table. |
| 9. The cat is lying by the fire, | " The cat is laying by the fire. |
| 10. I had laid down to rest, | " I laid lain down to rest. |

Exercise 132.—Write sentences containing the verbs *lay* and *lie* in each tense of the indicative mode; the verbs *set* and *sit* in each tense of the indicative and potential mode.

Exercise 133.—Write sentences containing the verbs in § 233, in each tense of the indicative and potential mode.

LESSON LXXII.

THE AGREEMENT OF A VERB WITH ITS SUBJECT.

234. In the previous lessons on the verb you have learned what changes occur in the verb on account of the *person* and *number* of its subject. Thus,

1. **Est**, or some contraction of it, is usually suffixed to the verb, or to one of the auxiliaries, when the subject is in the second person singular ; as, Thou walkest, Thou mayst recite.

2. **S** is usually suffixed to a verb in the present tense of the indicative mode, when the subject is in the third person singular ; as, The fish swims, The rain falls.

3. **Has**, as an auxiliary, is used only in the third person singular of the present perfect tense ; as, The pupil has recited.

4. The verb **be** has seven different forms in the present and past tenses of the indicative mode—I am ; thou art ; he is ; we are. I was ; thou wast ; we were.

235. **Rule.**—A verb must agree with its subject in person and number.

Exercise 134.—Correct the errors in the following sentences, giving a reason for each correction :

- | | |
|----------------------------------|---------------------------------|
| 1. The children was surprised. | 10. Thou is very happy. |
| 2. Is your friends coming ? | 11. You was there. |
| 3. Was there many there ? | 12. Was you present ? |
| 4. Where was you when I called ? | 13. Here comes the boys. |
| 5. The servants has left. | 14. He dare not tell a lie ? |
| 6. Does your eyes ache ? | 15. Where is my books ? |
| 7. They was unwilling to go. | 16. Circumstances alters cases. |
| 8. Idle boys loves mischief. | 17. Has those books come ? |
| 9. Those is my sentiments. | 18. Thou had better go. |

Exercise 135.—Re-write the foregoing sentences as corrected.

236. A **collective noun** (77), standing for many, considered as *one whole*, must have a verb in the *singular*; as, *The army was defeated*; A regiment *consists* of a thousand men. But when the verb affirms of the many as individuals, it must be in the *plural*; as, *People are* of different opinions; *The committee have agreed*.

Exercise 136.—Correct the errors in the following, and give the reasons for the correction:

1. The party were entirely broken up.
2. The audience was much pleased.
3. Congress have not yet returned.
4. When the wicked rules, the people mourns.
5. The audience were large and respectable.
6. The public was invited to attend.

237. When the subject is modified by a *prepositional phrase*, the verb must agree with the *subject*, and not with the *object of the preposition*.

Exercise 137.—1. Correct the errors in the following sentences, giving a reason for each correction. 2. Write the sentences as corrected.

1. The ship with all her crew were lost.
2. The general with his soldiers were captured.
3. Every one of his acts have been severely criticised.
4. There is often eight or ten ships in sight at once.
5. Every one of my books were stolen.
6. The derivation of some words are uncertain.
7. A round of vain and foolish occupations please some people.
8. A variety of pleasing objects charm the eye.
9. Sixty pounds of wheat produces forty pounds of flour.
10. The state of his affairs are very prosperous at present.

LESSON LXXIII.

TWO OR MORE SUBJECTS.

1. *John and James are* here.
2. *John or James is* here.

How many subjects has the verb *are*? Mention them. By what are they connected? Is the verb in the singular or in the plural form?

238. Rule.—When a verb has two or more subjects connected by *and*, it must agree with them in the plural number.

1. Several singular subjects, though connected by *and*, if they are preceded by *each*, *every*, or *no*, have a verb in the singular; as, *Each paper and each book was* in its place. A pronoun, as *its*, must be singular also.

2. When the subjects denote only *one* person or thing, the verb is singular; as, "The *saint*, the *father*, and the *husband* prays."

How many subjects has the verb *is* in the second sentence? Mention them. In what number is each? By what are they connected? Is the verb in the singular or in the plural form?

239. Rule.—When a verb has two or more singular subjects connected by *or* or *nor*, it must agree with them in the singular number.

1. If two or more subjects connected by *or* or *nor* differ in person or number, the verb should generally agree with the one next to it; as, *Either the boys or I am* to blame. *Either the captain or the sailors were* at fault.

2. When a singular and a plural subject are used, the plural should be placed last.

3. It is better, however, to avoid doubtful usage by repeating the verb, when practicable; as, *Either he is* to blame, *or I am*. *Either the captain was* at fault, *or the sailors were*.

Exercise 138.—Mention the verbs in the following sentences that do not agree with their subjects in accordance with the above rules, and correct the error. Write the sentences as corrected.

1. Wealth, honor, and happiness, forsakes the indolent.
2. The clematis and the ivy has covered the old wall.
3. Rain and snow falls in great quantities in some countries.
4. Neither wealth nor station exempt us from death.
5. Neither silk nor cotton are produced in Great Britain.
6. Neither he nor his friends was present at the social.
7. Neither my friends nor I are willing to be responsible for the result.
8. Does a letter and paper require the same postage ?
9. Where does your father and mother live ?
10. Either John or you was whispering while I was out of the room.

Exercise 139.—Write ten sentences to illustrate the rule (238); ten with singular subjects connected by *or* or *nor*; five to illustrate 239. 1.

240. SYNOPTICAL TABLE OF THE VERB.

VERB.	USE.	{ <div> Transitive. Active (object). Passive. Intransitive. Complete. Incomplete (noun attr.) (adj. attr.). </div> }	{ <div> Indicative. Potential. </div> }	{ <div> Present. Past. Future. Pres. Per. Past Per. Fut. Per. </div> }	{ <div> Singular. Plural. </div> }
	FORM.	{ <div> Regular. Irregular. </div> }	{ <div> Imperative. Present. </div> }	{ <div> Present. Past. </div> }	{ <div> 1. Person. 2. Person. 3. Person. </div> }

LESSON LXXIV.

HOW TO PARSE VERBS.

241. A verb is parsed by stating :

1. **The Form**—whether it is a regular or irregular verb, and why.
2. **The Class**—whether it is a transitive or intransitive verb, and why.
If transitive, state whether it is transitive active, or transitive passive.
3. **The Mode**—whether it is in the indicative, the potential, the subjunctive, or the imperative mode, and why.
4. **The Tense**—whether it is in the present, past, future, present perfect, past perfect, or future perfect tense, and why.
5. **The Person and Number**—whether it is in the first, second, or third person, and in the singular or plural number, and why.

242. MODEL FOR ORAL EXERCISE.

1. The Roman cities were surrounded by walls.
2. If Henry were here he could help me.

Were surrounded is a *regular verb*, because it forms its past tense and past participle by annexing *ed*—principal parts, surround, surrounded, surrounded ; it is *transitive passive*, because it represents its subject, cities, as receiving the action ; it is in the *indicative mode*, because it simply declares something ; it is in the *past tense*, because it represents something which occurred in the past ; it is in the *third person* and *plural number* to agree with its subject *cities*.

Were is an *irregular verb*, because it does not form its past tense and past participle by annexing *ed*—principal parts, be or am, was, been; it is *intransitive*, because it has not an object; it is in the *subjunctive mode*, because it is used in a conditional clause to express something which is merely thought of; it has the form of the *past subjunctive*, but denotes present time; it is in the *third person* and *singular number* to agree with its subject *Henry*.

Could help is a *regular verb*, because it forms its past tense and past participle by annexing *ed*—principal parts, help, helped, helped; it is *transitive active*, because it represents its object, me, as receiving the action; it is in the *potential mode*, because it expresses a possibility; it has the form of the *past potential*, but denotes present time; it is in the *third person* and *singular number* to agree with its subject *he*.

Abbreviated Model.—**Were surrounded** is a verb, regular—surround, surrounded, surrounded—transitive passive, indicative, past, and in the third, plural, to agree with its subject *cities*.

243. MODEL FOR WRITTEN EXERCISE.

1. The boys were praised by the teacher because they studied their lessons diligently.

2. Listen attentively and I will explain the example.

3. If it were not so cold this morning, I would go out for a walk in the garden.

VERBS.	FORM.	CLASS.	MODE.	TENSE.	PERSON.	NUMBER.
Were praised.	reg.	tr. pass.	ind.	past.	third.	plural.
Studied.	reg.	tr. act.	ind.	past.	third.	plural.
Listen.	reg.	intran.	imp.	pres.	second.	plural.
Will explain.	reg.	tr. act.	ind.	future.	first.	singular.
Were.	irreg.	intran.	subj.	past.	third.	singular.
Would go.	irreg.	intran.	poten.	past.	first.	singular.

Exercise 140.—Parse orally the verbs in Exercises 19, 21, 38, and 43.

Exercise 141.—Parse, according to the model for writing verbs in Exercises 60, 65, 84, and 88.

LESSON LXXV.

PARTICIPLES.

244. *Participles* are classified as **simple** and **compound**. Thus,

The **simple participles** of the verb *forgive* are :

1. **Forgiving.**—He made me happy by *forgiving* me.
2. **Forgiven.**—An offense, *forgiven*, should be forgotten.

The participles of the verb *be*, are *being*, *been*, *having been*.

The **compound participles** of the verb *forgive*, formed by combining the **simple** participles with **auxiliary participles**, *being*, *having*, and *having been*, are :

1. **Being forgiven.**—The man, *being forgiven*, may depart in peace.
2. **Having forgiven.**—The man, *having forgiven* others, expected to be forgiven.
3. **Having been forgiven.**—The man, *having been forgiven*, should have returned thanks.

The *progressive* compound form with the auxiliary *having been*, is sometimes used ; as, *Having been reading*.

In the form, *being forgiving*, the word *forgiving* is not a verbal, but an *adjective* ; as, The man *being forgiving*, expects forgiveness. This form does not take an object, even when the verb is transitive.

245. Participles may be classified with reference to *time* ; as, *present*, *past*, and *past perfect*.

246. Participles of transitive verbs have the *active* and *passive forms*, as the verbs have from which they are derived, as in the following :

	ACTIVE.	PASSIVE.
<i>Present.</i>	writing.	being written.
<i>Past.</i>	written.	written.
<i>Past perfect.</i>	{ having written. having been writing. }	{ having been written.

The *form* of the past participle, active and passive, is the same.

Intransitive verbs have *no passive* participles, but have the four *active forms* (except the verb *be*).

247. *Participles* take the same **modifiers** and **complements** as verbs. Thus,

The **modifiers** of a participle may be :

1. An **adverb** ; as, The general, riding *ahead*, encouraged his troops.
2. An **adverbial phrase** ; as, Covered *with blood*, he presented a dreadful appearance.

The **objective complement** of a participle may be :

1. A **noun** ; as, Having received my *wages*, I departed.
2. A **pronoun** ; as, Loving *you*, I bear with your faults.

The **attributive complement** of a participle may be :

1. A **noun** ; as, I, being *master*, expect to have my way.
2. A **pronoun** ; as, My protector being *you*, I am safe.
3. An **adjective** ; as, Your credit being *good*, I will trust you.

248. A *participle*, with its *modifiers* or *complements*, is called a **participial phrase**.

249. An active participle that requires an object is said to be **transitive**.

250. An active participle that does not require an object is said to be **intransitive**.

251. A *participle* (or participial phrase) may be used as a noun or as an adjective. Thus,

A participle used as a noun may be:

1. The subject of a verb ; as, *Studying* should occupy your time.
2. The attributive complement of a verb ; as, Seeing is *believing*.
3. The objective complement of a verb ; as, Children enjoy *playing* games.
4. The object of a preposition ; as, Birds are skillful in *building* nests.

A participle used as an adjective :

1. May limit a noun ; as, Truth, *crushed* to earth, shall rise again.
2. May limit a pronoun ; as, I found him *weeping*.
3. May be an attributive complement ; as, He is kind and he is *forgiving*.

NOTE.—In this last use, *forgiving*, is, strictly, an *adjective* expressing a *quality* and not an act.

Exercise 142.—Mention the participles and participial phrases in the following sentences, and state how each is used :

1. Listening to stories is a pleasant diversion.
2. The ship, broken by the waves, was wrecked.
3. Love is the fulfilling of the law.
4. The pupils are engaged in studying lessons.
5. Having heard the alarm, she ran to the window.
6. We were in danger of being drowned.
7. I enjoy walking early in the morning.
8. The children, closing their books, listened to the explanation.
9. Nouns denoting males are of the masculine gender.
10. We sat down on a rock overgrown with moss.

Exercise 143.—State whether each is simple or compound ; active or passive ; present, past, or past perfect.

Exercise 144.—Write ten sentences containing participles or participial phrases.

LESSON LXXVI.

INFINITIVES.

252. The *simplest* form of the infinitive is in the **root** of the verb, to which the word **to** is prefixed; the other infinitive forms are *compound*.

253. *Infinitives* are classified as **active** and **passive**.

The **active infinitives** of the verb *call* are :

1. **To call**.—We promised *to call* early.
2. **To have called**.—They ought *to have called* me earlier.
3. **To be calling**.—I expect *to be calling* all day.
4. **To have been calling**.—I ought *to have been calling* all day.

The last two are *progressive* forms. See 202.

The **passive infinitives** of the verb *call*, formed by combining the **past participle** (181) of the verb *call* with the **infinitives** of the verb *be*, viz.: *to be*, *to have been*, are :

1. **To be called**.—I desire *to be called* early.
2. **To have been called**.—I ought *to have been called* earlier.

254. The above infinitives may be classified, with reference to time, as *present* and *present perfect*.

The present perfect infinitive should not be used after verbs of hoping, intending, and some others; as, I intended *to have called*, should be, I intended *to call*; I hoped *to have seen* him, should be, I hoped *to see* him.

The *active* and *passive* forms may be exhibited as follows :

	ACTIVE.	PASSIVE.
<i>Present.</i>	{ To call. To be calling.	{ To be called.
<i>Present perfect.</i>	{ To have called. To have been calling.	{ To have been called.

Intransitive verbs have no *passive* infinitives.

255. *Infinitives* take the same **modifiers** and **complements** as verbs. Thus,

The **modifiers** of an infinitive may be :

1. An **adverb** ; as, Try to write *distinctly*.
2. A **phrase** ; as, Try to write *in a bold hand*.

The **objective complement** of an infinitive may be :

1. A **noun** ; as, Try to learn your *lessons*.
2. A **pronoun** ; as, Try to excel *him* in every good work.

The **attributive complement** of an infinitive may be :

1. A **noun** ; as, Try to be a *man*.
2. A **pronoun** ; as, The favorite seems to be *he*.
3. An **adjective** ; as, He appears to be *smart*.

256. An *infinitive*, with its *modifiers* or *complements*, is called an **infinitive phrase**. (See p. 201.)

257. An infinitive that requires an object is said to be **transitive**.

258. An infinitive that does not require an object is said to be **intransitive**.

The verbs *bid*, *dare*, *feel*, *hear*, *let*, *make*, *need* and *see*, and their participles and infinitives, take an infinitive after them without the preposition *to*. Thus, I feel the wind *blow* ; He let the book *fall* ; I will let you *remain* ; Making him *go* ; I tried to hear him *read*.

259. An *infinitive* (or infinitive phrase) may be used as a *noun*, an *adjective*, or an *adverb*. Thus,

An infinitive used as a **noun** may be :

1. The **subject** of a verb ; as, *To retreat* was impossible.
2. The **object** of a verb ; as, Children love *to play*.
3. The **attributive complement** of a verb ; as, My intention is *to return*.

An infinitive used as an adjective :

1. **May** limit a noun ; as, I have a question *to ask*.
2. **May** be the attributive complement of a verb ; as, The lesson is *to be learned* perfectly.

An infinitive used as an adverb may modify :

1. A verb ; as, The boys stopped *to play* by the way.
2. An adjective ; as, The child is afraid *to go* alone.

Exercise 145. — Mention the infinitives and infinitive phrases in the following sentences, and state how each is used :

1. To break a promise is dishonorable.
2. We are commanded to love our enemies.
3. To be ridiculed is not pleasant.
4. There are five more games to be played.
5. He now intends to return in the spring.
6. The means to accomplish the end were wanting.
7. The ambition of most men is to become rich.
8. My father will not let me go.
9. Cholera is known to have originated in India.
10. I did not hear you come.

Exercise 146. — Write ten sentences containing infinitives or infinitive phrases.

LESSON LXXVII.

HOW TO PARSE PARTICIPLES AND INFINITIVES.

260. An infinitive or participle is parsed by stating :

1. From what verb it is derived.
2. Whether it is simple or compound.
3. Whether it is transitive or intransitive, active or passive.
4. How it (or the phrase of which it forms a part) is used.

MODELS FOR PARSING PARTICIPLES AND INFINITIVES.

1. To be ridiculed is not pleasant.
2. The brook flowing rapidly makes a pleasant sound.
3. The pupils tried to learn the lesson.
4. Children should be encouraged in reading good books.
5. A friend has called to see me.
6. The robber, being frightened, ran away.

To be ridiculed is a *compound transitive infinitive, passive*, and the *subject* of the verb *is*.

Flowing is a *simple intransitive participle*; and the phrase *flowing rapidly* is used as an *adjective* to limit the noun *brook*.

To learn is a *simple transitive infinitive, active*; and the infinitive phrase, *to learn the lesson*, is used as the *object* of the verb *tried*.

Reading is a *simple transitive participle, active*; and the participial phrase, *reading good books*, is used as a *noun* and is the *object* of the preposition *in*.

To see is a *simple transitive infinitive, active*; and the infinitive phrase, *to see me*, is used as an *adverb* to modify the verb *has called*.

Being frightened is a *compound transitive participle, passive*, used as an *adjective* to limit the noun *robber*.

Exercise 147.—Parse the participles and infinitives in the following sentences:

1. The watchers being relieved from care slept soundly.
2. A penny saved is as good as a penny earned.
3. The balloon rising swiftly was soon out of sight.
4. Tired of persuasion, he began to use force.
5. The birds appear to be flying southward in great numbers.
6. A path to guide us could not be found.
7. The best way to thrive is to keep out of debt.
8. Have you been invited to go to the party?
9. "If eyes were made for seeing,
Then beauty is its own excuse for being."
10. "Of making many books there is no end."

LESSON LXXVIII.

KINDS OF ADVERBS.

1. Birds are **exceedingly** beautiful and sing **very** sweetly.
2. **When** do you go? **Where** are you? **How** do you go?
3. The lily grows **where** the ground is moist.
4. I will **not** go. **Perhaps** I will go. I will **certainly** go.

What part of speech is *exceedingly*? Why? What part of speech is *very*? Why? What part of speech is *sweetly*? Why?

261. An adverb like *exceedingly*, *very*, or *sweetly*, used to modify directly the meaning of an adjective, an adverb, or a verb, is called a **simple adverb**.

For what is the word *when* used? What does the word *where* modify? The word *how*?

262. Words like *when*, *where*, and *how*, used to ask questions with reference to *time*, *place*, or *manner*, are called **interrogative adverbs**.

What kind of sentence is the third? By what is the verb *grows* modified? What tells where the lilies grow? What word introduces the clause?

263. A word like *where*, which introduces an adverbial clause and connects it to the word which it modifies, is called a **conjunctive adverb**.

How would the first sentence in the fourth line read if the word *not* were omitted? What does the word *not* do? How would the second sentence in the same line read if the word *perhaps* were omitted? What does the word *perhaps* do? How would the third sentence in the same line read if the word *certainly* were omitted? What does the word *certainly* do?

264. Words like *not*, *perhaps*, and *certainly*, which, instead of modifying a single word, change or modify the meaning of the entire sentence, are called **modal adverbs**.

Exercise 148.—Mention the adverbs in the following sentences, and state to which of the above classes each belongs and why :

1. When did you return from the country ?
2. He was not ready when I called for him.
3. How did you work the last example ?
4. Why do you not attend school more regularly ?
5. I came immediately when I heard you call.
6. Why did you not answer when I spoke to you ?
7. He would not tell where he had been.
8. I have always assisted him when I could.
9. You will certainly tell me why you are going ?
10. He can go whenever he desires to do so.

Exercise 149.—Write ten sentences each containing one of the following interrogative adverbs :

- | | | | |
|---------|----------|-----------|---------|
| 1. how. | 2. when. | 3. where. | 4. why. |
|---------|----------|-----------|---------|

Exercise 150.—Write ten sentences each containing one of the following conjunctive adverbs :

- | | | | |
|-----------|------------|---------------|--------------|
| 1. where. | 3. whence. | 5. whereby. | 7. wherever. |
| 2. when. | 4. why. | 6. wherefore. | 8. whenever. |

Exercise 151.—Write ten sentences each containing one of the following modal adverbs :

- | | | | |
|---------------------------|------------------------|---------------------|---------------------|
| 1. <i>Of Affirmation.</i> | 2. <i>Of Negation.</i> | 3. <i>Of Doubt.</i> | 4. <i>Of Cause.</i> |
| 1. certainly. | 1. no. | 1. perhaps. | 1. why. |
| 2. surely. | 2. not. | 2. possibly. | 2. wherefore. |
| 3. verily. | 3. nowise. | 3. probably. | 3. therefore. |
| 4. truly. | 4. noway. | 4. haply. | 4. hence. |
| 5. positively. | 5. nowadays. | 5. perchance. | 5. consequently. |

LESSON LXXIX.

SIMPLE ADVERBS.

265. Simple adverbs are divided into four classes :

1. ADVERBS OF TIME.

- | | |
|-------------------------------------|--|
| 1. I am going <i>now</i> . | 6. He calls <i>frequently</i> . |
| 2. I am going <i>soon</i> . | 7. They visit us <i>occasionally</i> . |
| 3. You are <i>always</i> here. | 8. I have <i>often</i> seen him. |
| 4. I will come <i>immediately</i> . | 9. The paper is published <i>daily</i> . |
| 5. I called <i>yesterday</i> . | 10. The rain fell <i>incessantly</i> . |

266. Adverbs like those in the above sentence, which answer the questions, When? How long? How often? are called **adverbs of time**.

2. ADVERBS OF PLACE.

- | | |
|---------------------------------------|---|
| 1. The man lives <i>here</i> . | 6. Are you going <i>away</i> ? |
| 2. I will walk <i>around</i> . | 7. I am going <i>out</i> . |
| 3. The sun shines <i>everywhere</i> . | 8. Never travel <i>backwards</i> . |
| 4. Please to walk <i>in</i> . | 9. He must be <i>somewhere</i> . |
| 5. He has gone <i>back</i> . | 10. Farmers go <i>forth</i> to their labor. |

267. Adverbs like the above, which answer the questions, Where? Whither? Whence? are called **adverbs of place**.

3. ADVERBS OF DEGREE.

- | | |
|--|---|
| 1. The flowers are <i>very</i> pretty. | 6. Are you <i>perfectly</i> happy? |
| 2. I have <i>almost</i> decided. | 7. The scenery is <i>exceedingly</i> grand. |
| 3. I am <i>completely</i> exhausted. | 8. I am <i>equally</i> confident. |
| 4. The day is <i>moderately</i> cool. | 9. The story is <i>greatly</i> exaggerated. |
| 5. The time is <i>nearly</i> past. | 10. The boy has <i>partly</i> recovered. |

268. Adverbs like the above, which answer the questions, How much? In what degree? To what extent? are called **adverbs of degree**.

4. ADVERBS OF MANNER.

- | | |
|---------------------------------------|--|
| 1. The boy acted <i>nobly</i> . | 6. We were <i>agreeably</i> surprised. |
| 2. Do not talk <i>foolishly</i> . | 7. The pupils recited <i>perfectly</i> . |
| 3. Always speak <i>truthfully</i> . | 8. I was <i>necessarily</i> detained. |
| 4. Why do you act <i>so</i> ? | 9. He walked <i>hurriedly</i> away. |
| 5. The clock <i>suddenly</i> stopped. | 10. Step <i>lightly</i> on the floor. |

269. Adverbs like the above, which answer the questions, How? In what way? are called **adverbs of manner**.

Exercise 152.—State whether the adverbs in the following sentences are adverbs of time, of place, of degree, or of manner, and why :

- | | |
|------------------------------------|---------------------------------------|
| 1. You read too rapidly. | 12. We gladly accepted the offer. |
| 2. Step lightly on the floor. | 13. The children sang together. |
| 3. Who recited first to-day? . | 14. Some men act foolishly. |
| 4. I call there often. | 15. He is improving slowly. |
| 5. I walked quietly away. | 16. Deal honestly with all men. |
| 6. Susie skates very gracefully. | 17. I am nearly ready. |
| 7. She dressed plainly but nicely. | 18. The boys are far ahead. |
| 8. He is extremely polite. | 19. They have finally gone. |
| 9. Must you go so soon? | 20. The story is greatly exaggerated. |
| 10. The ship is outward bound. | 21. Do you see him frequently? |
| 11. The soldiers slept soundly. | 22. Was it easily accomplished. |

LESSON LXXX.

THE FORMATION OF ADVERBS.

270. Adverbs are formed from adjectives ending in *le*, by dropping the *le* and suffixing *ly*. Thus,

- | | |
|--|---|
| 1. He suffered a <i>terrible</i> injury. | 1. He is an <i>able</i> lawyer. |
| 2. He was <i>terribly</i> injured. | 2. He spoke <i>ably</i> for his client. |

271. Adverbs are formed from adjectives ending in *ic*, by annexing *al* before suffixing *ly*. Thus,

- | | |
|--|---------------------------------------|
| 1. It is an <i>authentic</i> statement. | 1. He is <i>methodic</i> in his work. |
| 2. The statement was made <i>authentically</i> . | 2. He works <i>methodically</i> . |

272. Many adverbs are formed by simply suffixing *ly* to adjectives. Thus,

- | | |
|--------------------------------------|-------------------------------------|
| 1. The stars are <i>bright</i> . | 1. John is a <i>diligent</i> pupil. |
| 2. The stars shine <i>brightly</i> . | 2. John studies <i>diligently</i> . |

273. Many words are used both as **adjectives** and **adverbs** without a change of form. Thus,

- | | |
|----------------------------------|----------------------------------|
| 1. It is a <i>long</i> story. | 1. You are a <i>fast</i> walker. |
| 2. Have you waited <i>long</i> ? | 2. You walk too <i>fast</i> . |

Exercise 153.—Write sentences containing the following adjectives, and also sentences containing the adverbs derived from them :

- | | | | |
|------------|-------------|-----------------|-----------------|
| 1. large. | 6. honest. | 11. emphatic. | 16. steady. |
| 2. brave. | 7. just. | 12. tolerable. | 17. angry. |
| 3. bold. | 8. visible. | 13. seasonable. | 18. comic. |
| 4. feeble. | 9. frantic. | 14. majestic. | 19. occasional. |
| 5. noble. | 10. entire. | 15. public. | 20. romantic. |

Exercise 154.—State whether the italicised words in the following sentences are adjectives or adverbs, and why :

- | | |
|----------------------------------|---|
| 1. I arrived <i>late</i> . | 11. Study <i>more</i> and play <i>less</i> . |
| 2. It is a <i>late</i> hour. | 12. I want <i>more</i> study and <i>less</i> play. |
| 3. Are you <i>well</i> to-day? | 13. He works <i>hard</i> and rests <i>little</i> . |
| 4. You do not act <i>well</i> . | 14. He has <i>hard</i> work and <i>little</i> rest. |
| 5. I heard a <i>loud</i> noise. | 15. Have you traveled <i>much</i> ? |
| 6. Do not speak so <i>loud</i> . | 16. Did you gain <i>much</i> information. |
| 7. <i>All</i> men must die. | 17. I have <i>no</i> work. |
| 8. You are <i>all</i> wrong. | 18. I am <i>no</i> better. |
| 9. I have been <i>ill</i> . | 19. He is the <i>best</i> student. |
| 10. I was treated <i>ill</i> . | 20. He behaves the <i>best</i> . |

COMPARISON OF ADVERBS.

274. A few adverbs are regularly compared like adjectives. Thus,

soon	sooner	soonest.	early	earlier	earliest.
fast	faster	fastest.	late	later	later.
long	longer	longest.	quick	quicker	quickest.

275. The following adverbs are compared irregularly :

well	better	best.	little	less	least.
ill	worse	worst.	forth	further	furthest.
much	more	most.	far	farther	farthest.

276. Many adverbs are compared by means of the adverbs **more** and **most**, and **less** and **least**. Thus,

quickly	<i>more</i> quickly	<i>most</i> quickly.
frequently	<i>less</i> frequently	<i>least</i> frequently.
earnestly	<i>more</i> earnestly	<i>most</i> earnestly.

Exercise 155.—Write ten sentences containing an adverb in the comparative degree, and ten containing an adverb in the superlative degree.

LESSON LXXXI.

ADVERBIAL PHRASES.

1. Diamonds are found *in Brazil*.
2. Apples ripen *in the autumn*.
3. Vessels are propelled *by steam*.

By what is the verb *are found* modified? By what is the verb *ripen* modified? By what is the verb *are propelled* modified?

277. Phrases like *in Brazil*, *in the autumn*, *by steam*, which modify verbs, are called **adverbial phrases**.

Exercise 156.—Mention the adverbial phrases in the following sentences, and the verb which each modifies :

1. A stream flows through the valley.
2. The ivy clings to the mouldering wall.
3. You must go without me, for I cannot go with you.
4. The book lies on the table if it is not in the bookcase.
5. We walked through the woods and over the bridge.
6. I walked about the streets for several hours.
7. Above the clouds is the sun still shining.
8. For the thirsty flowers I bring from the sea fresh showers.
9. The children gathered about his chair and listened to stories.
10. From hill to hill, from peak to peak, the echo sounds.

278. An *adverb* may sometimes be changed into an equivalent *adverbial phrase*. Thus,

- | | |
|---|---|
| Handle the book <i>carefully</i> | = Handle the book <i>with care</i> . |
| The soldiers fought <i>courageously</i> | = The soldiers fought <i>with courage</i> . |
| We were strolling <i>homeward</i> | = We were strolling <i>toward home</i> . |

An *adverbial phrase* is sometimes introduced by an *adverb*, which modifies the rest of the phrase or some part of it ; as, He lives *far from* the city ; He will be here *soon after* mid-day.

Exercise 157.—Rewrite the following sentences, changing the adverbs into equivalent adverbial phrases :

- | | |
|-----------------------------------|--------------------------------------|
| 1. He is to be treated kindly. | 11. The judge decided promptly. |
| 2. Time should not be spent idly. | 12. Measure the distance accurately. |
| 3. He behaved imprudently. | 13. She was fashionably dressed. |
| 4. The pupils read distinctly. | 14. He speaks French fluently. |
| 5. You are doubtless correct. | 15. The messenger will return soon. |
| 6. I will stay here. | 16. We waited for you patiently. |
| 7. Study the lesson thoroughly. | 17. Do not talk unreasonably. |
| 8. I have thought so hitherto. | 18. Where have you been ? |
| 9. It is unquestionably true. | 19. Where are you going ? |
| 10. Is the story really true ? | 20. When will you return ? |

LESSON LXXXII.

CORRECT USE OF ADVERBS.

279. An *adverb* should not be used as an adjective to express *quality*. Thus,

The flowers smell *sweetly* is incorrect, because a quality of the flowers is to be expressed, and therefore an adjective should be used; thus, The flowers smell *sweet*.

280. An *adjective* should not be used as an adverb to express *time, place, degree, or manner*. Thus,

He walked very *slow*, is incorrect; because *slow* is an adjective and cannot be used to modify the verb walked. The adverb *slowly* should be used; thus, He walked *slowly*.

281. *Two negatives* should not be used to express a *negation*. Thus,

I have *not* had *no* dinner, does not mean that I have not had any dinner. One of the negatives should be omitted; thus, I have *not* had dinner, or I have had *no* dinner.

282. Adverbs should be placed where they will *most clearly express the meaning* intended.

Observe the difference in the clearness of the following:

1. I did not hear what he said distinctly.

2. I did not hear distinctly what he said.

1. The children were nearly dressed alike.

2. The children were dressed nearly alike.

1. How long since your friend left? He only left an hour ago.

2. How long since your friend left? He left only an hour ago.

Exercise 158.—Correct the errors in the following sentences :

1. We felt comfortably all day.
2. The coat is old and looks badly.
3. Always read natural.
4. It is easier said than done.
5. The mountains look grandly.
6. Don't say nothing about it.
7. He speaks English poor.
8. You did not read correct.
9. No one never spoke to me.
10. Walk careful over the bridge.
11. The prisoner awaited the decision of the judge anxiously.
12. I meant to visit Paris and Rome, but I only went to Rome.
13. A master mind was equally wanting in the cabinet and in the field.
14. How much shall I pay you ? I only ask a dollar.
15. I do not like neither his appearance nor his conversation.
16. We always should prefer our duty to our pleasure.
17. A soldier was signing a petition with a wooden leg.
18. My friend talks to me while walking continually.

LESSON LXXXIII.

HOW TO PARSE ADVERBS.

283. An adverb is parsed by stating :

1. **Its Class**—whether it is a simple, interrogative, conjunctive, or modal adverb.

If simple, state whether it is an adverb of time, place, degree, or manner.

2. **Its Degree of Comparison**—whether it is of the positive, comparative, or superlative degree.

Many adverbs are not compared.

3. **Its Use**—the word it modifies, the question it asks, the clause it introduces, or the sentence whose meaning it modifies.

284. MODEL FOR ORAL OR WRITTEN EXERCISE.

1. Why do you study so diligently ?
2. I will not study when vacation comes.

Why is an *interrogative adverb* and is used to ask a question.

So is an *adverb of degree* and modifies the adverb *diligently*.

Diligently is an *adverb in manner*, positive degree, and modifies the verb *studies*.

Not is a *modal adverb* and makes the sentence a negative statement.

When is a *conjunctive adverb* and introduces the clause *when vacation comes*. [It also modifies the two verbs, *will study* and *comes*.]

Exercise 159.—Parse the adverbs in Exercises 156 and 157.

LESSON LXXXIV.

PREPOSITIONAL PHRASES.

1. The light *of the sun* is pleasant.
2. We walked *in the park* for an hour.

What part of speech is the word *of*, in the first sentence? Why?
What does the phrase *of the sun* modify?

What part of speech is the word *in*, in the second sentence? Why?
What does the phrase *in the park* modify?

285. A phrase introduced by a preposition, is called a **prepositional phrase**.

286. If the phrase performs the office of an adjective, it is called an **adjective phrase**. (See 153.)

287. If the phrase performs the office of an adverb, it is called an **adverbial phrase**. (See 277.)

Exercise 160.—Mention the prepositional phrases in the following sentences, stating whether they are adjective or adverbial, and why :

1. I chanced upon the prettiest, oddest, most fantastical thing of a dream the other night.

2. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

3. You'd scarce expect one of my age
To speak in public on the stage ;
Don't view me with a critic's eye,
But pass my imperfections by.
Large streams from little fountains flow,
Tall oaks from little acorns grow.

4. In the lexicon of youth, which fate reserves
For a bright manhood, there is no such word
As—fail.

Exercise 161.—Write twenty sentences containing not less than twenty of the prepositions in the following list, and be prepared to state what each phrase modifies :

aboard.	athwart.	ere.	till.
about.	before.	for.	to.
above.	behind.	from.	toward.
across.	below.	in.	towards.
after.	beneath.	into.	under.
against.	beside.	of.	underneath
along.	besides.	on.	until.
amid.	between.	over.	unto.
amidst.	betwixt.	past.	up.
among.	beyond.	round.	upon.
amongst.	but.	since.	with.
around.	by.	through.	within.
at.	down.	throughout.	without.

LESSON LXXXV.

CORRECT USE OF PREPOSITIONS.

288. **Into** implies entrance ; **in** implies a place where. Thus,

"He walked *into* the garden," means that he entered the garden ; and "He walked *in* the garden," means that he was in the garden when he walked.

289. **Between** refers to two things ; **among** refers to more than two. Thus,

Two boys divided an apple *between* them. *Three* boys divided an apple *among* them.

290. **From** may be used after the adjective *different* ; **to** or **than** cannot be so used. Thus,

"It is *different to* what I expected," or "It is *different than* what I expected," is wrong. The sentence should read, "It is *different from* what I expected."

291. **In** is broader in its meaning than **at** when these prepositions are used to introduce phrases limiting the same word. Thus,

"He is staying *in* a hotel *at* New York," is incorrect, and the sentence should read, "He is staying *at* a hotel *in* New York."

292. Prepositions should be chosen and employed so as to express the thought correctly, and in accordance with the best usage. Thus,

"He was accused *for* betraying his trust," should read, "He was accused *of* betraying his trust." "I have no occasion *of* his services," should read, "I have no occasion *for* his services."

Avoid closing a sentence with a preposition or using the nominative case of the pronoun *who* ; as, *Who* did you give it *to* ?

Exercise 162.—Correct the errors in the following sentences:

1. The boy fell in the river while fishing.
2. Come in the house ; the others are into the house now
3. There was a difference of opinion between the twelve jurymen.
4. His opinions are different than yours or mine.
5. The city is larger and different to what I expected.
6. The estate is to be divided equally between four children.
7. What is your loss in comparison of that which many have endured !
8. I shall stop in a hotel at London for a couple weeks.
9. I left several things out in the package I sent you that I intended to put in it.
10. The goods do not correspond with the sample.
11. There was music between each act of the play.
12. Virtue and vice differ widely with each other.
13. We have no confidence with dishonest men.
14. He lives to Boston, not at New York.

HOW TO PARSE PREPOSITIONS.

293. A preposition is parsed by stating :

1. That the word is a preposition, and why (33).
2. The phrase which it introduces and whether adjective or adverbial.
3. The words between which it shows relation.

294. MODEL FOR ORAL OR WRITTEN EXERCISES.

Behind the wall stood a line of soldiers.

Behind is a preposition. It introduces the adverbial phrase **behind the wall**, which modifies the verb *stood*. It shows the relation between *stood* and *wall*.

Of is a preposition. It introduces the adjective phrase **of soldiers**, which modifies the noun *line*. It shows the relation between *line* and *soldiers*.

Exercise 163.—Parse the prepositions in Exercise 160.

LESSON LXXXVI.

KINDS OF CONJUNCTIONS.

I. CO-ORDINATE CONJUNCTIONS.

1. Education expands **and** elevates the mind.
2. Do you live in the country **or** in the city?
3. I have come **but** I cannot stay.

What does the conjunction *and* connect?

What does the conjunction *or* connect?

What does the conjunction *but* connect?

Are the words connected by *and* of equal rank or importance in the sentence? Are the phrases connected by *or* of equal rank? Are the sentences or members connected by *but* of equal rank?

295. Conjunctions like **and**, **or**, and **but**, that connect words, phrases, or sentences of equal rank, are called **co-ordinate conjunctions**.

Sentences like, "*I have come, but I cannot stay,*" are called **compound sentences**. (145.)

296. The principal co-ordinate conjunctions are *and*, *or*, *nor*, *because*, *therefore*, and *but*.

NOTE.—Some conjunctions introduce and connect a second member of a sentence expressing a *cause*, *conclusion*, or *effect*, but making an independent statement; as, I must go, *for* it is late. I believed, *therefore* have I spoken. He could not go *because* it rained.

The principal of these are *therefore*, *thereupon*, *wherefore*, *hence*, *whence*, *because*, and *for*.

Because and *therefore* are sometimes used as *correlatives* (299), but one of them may generally be omitted; as, *Because* he hath set his love upon me, *therefore* will I deliver him.

II. SUBORDINATE CONJUNCTIONS.

1. We shall go *if the weather is pleasant.*
2. Farmers make hay **while** *the sun shines.*
3. You will not understand **unless** *you pay attention.*

What does the conjunction *if* connect? The conjunction *while*? The conjunction *unless*? Which is the principal sentence and which the subordinate clause in the first sentence? In the second? In the third? Are the principal statement and the limiting clause of equal rank?

297. Conjunctions like *if*, *while*, *unless*, which connect a subordinate clause to the principal sentence, are called **subordinate conjunctions**.

298. The principal subordinate conjunctions are *if*, *unless*, *for*, *since*, *that*, *after*, *before*, *till*, *until*, *while*, *though*, *although*, and *except*.

III. CORRELATIVE CONJUNCTIONS.

299. The following connectives (consisting of co-ordinate and subordinate conjunctions and some other words), are used in pairs, and when so used are called **correlatives**:

Both—and :	He is <i>both</i> smart <i>and</i> good.
Either—or :	Say <i>either</i> yes <i>or</i> no.
Neither—nor :	The boy is <i>neither</i> at home <i>nor</i> in school.
Whether—or :	I do not know <i>whether</i> I will <i>or</i> will not go.
If—then :	<i>If</i> he is sorry, <i>then</i> forgive him.
Though—yet :	<i>Though</i> he is poor, <i>yet</i> he is generous.
So—that :	It is <i>so</i> dark <i>that</i> I can hardly see.
So—as :	He is not <i>so</i> tall <i>as</i> I.
As—so :	<i>As</i> you go, <i>so</i> will I.
As—as :	Mine is <i>as</i> good <i>as</i> yours.
Such—as :	I bought <i>such</i> things <i>as</i> I needed.

Exercise 164.—Write ten sentences in which co-ordinate conjunctions connect words.

Exercise 165.—Write ten sentences in which co-ordinate conjunctions connect phrases.

Exercise 166.—Write ten sentences in which subordinate conjunctions connect limiting clauses to their principal.

Exercise 167.—Correct the errors in the use of correlatives in the following sentences:

1. He would neither help me or allow my friends to do so.
2. You are so stuck up as you never can be popular.
3. Neither laugh or sneer at what you cannot understand.
4. For three days I neither ate or slept.
5. Will you not either do it yourself or let me do it.
6. Send me such articles only that I have mentioned.
7. Though he is poor, still he is contented.
8. He will neither go himself or send anybody.
9. I do not know if the report is true or not.
10. If you neither study or pay attention you will not learn.

LESSON LXXXVII.

HOW TO PARSE A CONJUNCTION.

300. A conjunction is parsed by stating:

1. **Its Class**—whether it is co-ordinate, subordinate, or correlative; and, if correlative, with *what* other conjunction.
2. **Its Use**—the words, phrases, clauses, or members which it connects.

301. MODEL FOR ORAL OR WRITTEN EXERCISE.

1. Do you study at home or in school ?
2. I will stay here if you return.
3. It was so cold that I nearly perished.

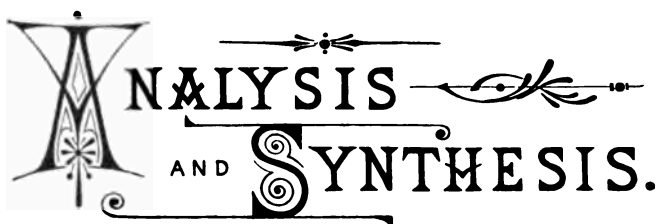
Or is a co-ordinate conjunction, because it is used to connect the co-ordinate phrases *at home* and *in school*.

If is a subordinate conjunction, because it is used to introduce the subordinate clause *you return*, and connect it with the principal sentence *I will stay here*.

So and **that** are correlatives connecting the sentences *I was cold* and *I nearly perished*.

Exercise 168.—Parse the conjunctions in the following sentences :

1. I care not whether it rains or snows.
2. I have both seen him and heard him speak.
3. The pupils learn rapidly because they are studious.
4. Clouds and sunshine follow each other in rapid succession.
5. Read naturally and distinctly.
6. He is honest but his judgment is poor.
7. Love not sleep lest thou come to poverty.
8. If you are going, then I will go.
9. Honor and shame from no condition rise.
10. No one will dispute the fact that Edison is a great inventor.
11. The children play in the yard and on the street.
12. I remained that I might have company.
3. I shall not go unless I am invited, nor will I remain if you are not there.
14. You wish to learn ; then you must study.
15. Over the mountain and over the moor,
Hungry and weary, I wander forlorn.
16. Because they are industrious, they will succeed.
17. Though he slay me yet will I trust in him.
18. Before Abraham was, I am.



ANALYSIS AND SYNTHESIS.

LESSON LXXXVIII.

SUBJECT AND PREDICATE.

302. A *sentence* may be formed with *two words*, a **subject** noun or pronoun and a **predicate** verb ; as, **Pupils study.**
He sleeps.

303. Both the *subject* and the *predicate* may be enlarged by *modifiers* ; as, **Some pupils study diligently.**

304. The *predicate* may be *completed* :

1. By an **object** ; as, **This class studies grammar (66).**
2. By an **adjective** ; as, **The school is large (67.)**
3. By a **noun** ; as, **The pupils are children (68).**

305. The *simple subject* is also called the **grammatical subject**.

306. The *simple predicate* is called the **grammatical predicate**.

307. The *modified subject* is called the **logical subject**.

308. Both the *modified predicate* and the *complete predicate* are called the **logical predicate**.

Exercise 169.—State with reference to each of the sentences in Exercises 38, 65, and 88: 1. The logical subject; 2. The logical predicate; 3. The grammatical subject; 4. The grammatical predicate.

Exercise 170.—1. Enlarge the following sentences by supplying modifiers and complements. 2. Mention the logical subjects and predicates of the enlarged sentences.

- | | |
|-------------------|------------------------------|
| 1. Birds sing. | 11. The squirrel jumps. |
| 2. Dew sparkles. | 12. The piano was played. |
| 3. Winds blow. | 13. The house was burned. |
| 4. Snow falls. | 14. The girl was frightened. |
| 5. Dogs bark. | 15. The horse is running. |
| 6. Children play. | 16. The sun shines. |
| 7. Men work. | 17. The barn was filled. |
| 8. Stars shine. | 18. The boy ran. |
| 9. Grass grows. | 19. The thief stole. |
| 10. Ladies dress. | 20. School was dismissed. |

LESSON LXXXIX.

WHAT THE SUBJECT MAY BE.

309. The *grammatical subject* of a sentence may be:

1. A **noun**; as, The **dew** sparkles in the sunlight.
2. A **pronoun**; as, **He** has always treated me kindly.
3. An **infinitive**; as, **To succeed** is my determination.
4. A **participle**; as, **Skating** is a delightful exercise.
5. A **clause**; as, **That he will succeed** is evident.

284. MODEL FOR ORAL OR WRITTEN EXERCISE.

1. Why do you study so diligently?
2. I will not study when vacation comes.

Why is an *interrogative adverb* and is used to ask a question.

So is an *adverb of degree* and modifies the adverb *diligently*.

Diligently is an *adverb in manner*, positive degree, and modifies the verb *studies*.

Not is a *modal adverb* and makes the sentence a negative statement.

When is a *conjunctive adverb* and introduces the clause *when vacation comes*. [It also modifies the two verbs, *will study* and *comes*.]

Exercise 159.—Parse the adverbs in Exercises 156 and 157.

LESSON LXXXIV.

PREPOSITIONAL PHRASES.

1. The light *of the sun* is pleasant.
2. We walked *in the park* for an hour.

What part of speech is the word *of*, in the first sentence? Why? What does the phrase *of the sun* modify?

What part of speech is the word *in*, in the second sentence? Why? What does the phrase *in the park* modify?

285. A phrase introduced by a preposition, is called a **prepositional phrase**.

286. If the phrase performs the office of an adjective, it is called an **adjective phrase**. (See 153.)

287. If the phrase performs the office of an adverb, it is called an **adverbial phrase**. (See 277.)

7. A **phrase**; as, A boy of good habits can get the place.
8. A **clause**; as, A boy who has good habits can get the place.

Exercise 172.—State with reference to each of the following sentences: 1. The logical subject; 2. The grammatical subject; 3. The modifiers of the grammatical subject.

1. A rolling stone gathers no moss.
2. The study of geometry improves the mind.
3. The moon's silvery light fell upon the river.
4. The rose that all are praising is not the rose for me.
5. The evil that men do lives after them.
6. Hope, the balm of life, soothes us under every misfortune.
7. Our lessons are frequently long and difficult.
8. A penny saved is as good as a penny earned.
9. A desire to excel is always manifested by some pupils.
10. The command, to love our enemies, is a difficult one to obey.

LESSON XCI.

MODIFIERS OF THE PREDICATE.

311. The *grammatical predicate* of a sentence may be *modified* by:

1. An **adverb**; as, The boys walked **slowly**.
2. An **infinitive**; as, They stopped **to play**.
3. A **phrase**; as, They stayed **after school**.
4. A **clause**; as, They were detained **until they learned their lessons**.

Exercise 173.—State with reference to the following sentences: 1. The logical predicate; 2. The grammatical predicate; 3. The modifiers of the grammatical predicate:

1. Under a spreading chestnut tree the village smithy stands.
2. The mouth speaketh out of the abundance of the heart.
3. The lowing herd winds slowly o'er the lea.
4. I am waiting to hear.
5. A messenger was sent to convey the intelligence.
6. Even a fool, when he holdeth his peace, is counted wise.
7. The very insects, as they sipped the dew, joined in the joyous throng.
8. They shouted till the woods rang.
9. On Avon's bank, on Arden's flowering plain,
A tuneful shepherd charmed the listening wave.
10. For them no more the blazing hearth shall burn.

LESSON XCII.

COMPLEMENTS OF THE PREDICATE.

I. OBJECTIVE COMPLEMENTS.

312. If the grammatical predicate is a *transitive active* verb (209), it may be completed by:

1. A **noun**; as, Exercise strengthens the **body**.
2. A **pronoun**; as, My friends assisted **me**.
3. A **participle**; as, The riflemen have commenced **shooting**.
4. An **infinitive**; as, Lazy persons dislike to **work**.
5. A **clause**; as, I said that I would **go**.

Some *transitive passive* verbs take objective complements (315).

II. ATTRIBUTIVE COMPLEMENTS.

§13. If the grammatical predicate is an incomplete *intransitive* verb (169), it may be completed by :

1. An **adjective** ; as, The scenery was **grand**.
2. A **noun** ; as, The men became **friends**.
3. A **pronoun** ; as, It was **you**.
4. A **participle** ; as, Seeing is **believing**.
5. An **infinitive** ; as, To see is **to believe**.
6. A **phrase** ; as, The man seems **in trouble**.
7. A **clause** ; as, The chances are **that he will fail**.

A few transitive verbs in the *passive form* take attributive complements. See 316, 317.

Exercise 174.—State with reference to the following sentences : 1. The logical predicate ; 2. The grammatical predicate ; 3. The complement of the grammatical predicate.

1. Joyfully we greet the opening flowers of spring.
2. A thing of beauty is a joy forever.
3. Heaven from all creatures hides the book of fate.
4. I've seen my fondest hopes decay.
5. Procrastination is the thief of time.
6. By other's faults wise men correct their own.
7. I that speak to thee am he.
8. Some are born great.
9. He likes to give.
10. Some persons enjoy walking.
11. I do not expect to return.
12. My chief amusement is singing.
13. His aim is to excel.
14. His statement is of little importance.
15. The probability is that it will rain.

LESSON XCIII.

DIRECT AND INDIRECT COMPLEMENTS.

314. Some transitive verbs may be followed by two objects—one *direct* and the other *indirect*. Thus,

1. He told me (*indirect*; a story (*direct*).
2. I will show you (*indirect*) the place (*direct*).
3. The teacher requested the pupil (*direct*) to recite (*indirect*).
4. I informed him (*direct*) that the match was postponed (*indirect*).

Exercise 175.—Mention the direct and the indirect object in each of the following sentences :

1. I made him a cap.
2. The man gave me a dollar.
3. I paid him his wages.
4. They asked me my name.
5. We forgave him his offense.
6. I wrote her a letter.
7. Andrew told me that I was quite welcome.
8. I commanded him to leave the house.
9. They requested the little girl to bring them a pail of water.
10. I told the man that he made a mistake in giving me my change.

315. If a transitive verb having a direct and an indirect object, is changed to the *passive form*, the direct object becomes the subject, while the indirect object remains an adverbial objective, or becomes the object of a preposition. (See p. 201.) Thus,

1. They promised me a position.
A position was promised me (or to me) by them.
2. He wrote me a letter.
A letter was written to me by him.

NOTE.—Sometimes the *indirect* object is used as the subject of the verb in the passive form; but this construction should generally be avoided. Only a few verbs at all admit of even this questionable usage.

Exercise 176.—Rewrite the sentences in the last exercise, changing the verbs from the active to the passive form.

316. Some transitive verbs are followed by an **object** and an **adjective complement**—the adjective complement limiting the object. Thus,

A word of praise renders *him happy*.

Here *him* is the object of the transitive verb *renders*, and *happy* is an adjective complement limiting the object; for, change the verb to the passive form and the sentence becomes—*He* is rendered *happy* by a word of praise—in which *happy* is a predicate adjective limiting the pronoun *he*.

317. Verbs signifying *to make, to elect, to name*, and some others of like meaning, take an **object** and a **noun complement**. Thus,

1. The boys call *me Ned*.
2. The people of Italy made *him king*.

In the first sentence, *me* is the object and *Ned* the noun complement; for, change the verb to the passive form and the sentence becomes—*I* am called *Ned* by the boys—in which *Ned* is a predicate noun.

In the second sentence, *him* is the object and *king* a noun complement; for, change the verb to the passive form and the sentence becomes—*He* was made *king* by the people of Italy—in which *king* is a predicate noun in the nominative case. (See p. 202.)

Exercise 177.—State with reference to each of the following sentences: 1. The objective complement; 2. The adjective or noun complement.

- | | |
|--------------------------------|------------------------------------|
| 1. God created all men equal. | 6. I call that good. |
| 2. They elected him president. | 7. We have chosen him sheriff. |
| 3. They named the child John. | 8. You have rendered me miserable. |
| 4. This event has made me sad. | 9. We will make him captain. |
| 5. They appointed me teller. | 10. Ye shall call him Amos. |

Exercise 178.—Rewrite the above sentences, changing the verbs to the passive form.

LESSON XCIV.

THE ELEMENTS OF A SENTENCE.

§18. With reference to rank the elements of a sentence are classified as :

1. **Principal elements.**—The grammatical subject and grammatical predicate.
2. **Subordinate elements.**—Modifiers of the subject and predicate, and complements of the predicate.
3. **Independent elements.**—*Words and phrases* not related to the other parts of the sentence.

1. *Well, are you going?*
2. *John, were you whispering?*
3. *Thy rod and thy staff, they comfort me*
4. *To say the least, I was disappointed.*

§19. With reference to structure the elements of a sentence are classified as :

1. **Word elements.**—A word *used alone* either as a principal, subordinate, or independent element.
2. **Phrase elements.**—*Prepositional, participial, and infinitive phrases*, used either as principal, subordinate, or independent elements.
3. **Clause elements.**—*Clauses* used to limit either a principal sentence, or some part of it.

320. With reference to office the elements of a sentence are classified as :

1. **Substantive elements.**—*Words, phrases, and clauses, used as nouns.*

1. *James* has finished his task.
2. *He* is worthy of praise.
3. *Of a certainty*, means surely.
4. I believe *he will succeed*.

2. **Affirmative elements.**—*Verbs* which alone make the grammatical predicate.

3. **Adjective elements.**—*Words, phrases, and clauses, used as adjectives.*

1. *Kind* words can never die.
2. A thing *of beauty* is a joy forever.
3. A man *who holds his tongue* is counted wise.

4. **Adverbial elements.**—*Words, phrases, and clauses, used as adverbs.*

1. The boy acted *nobly*.
2. The boy acted *in a noble manner*.
3. The chestnuts fall *when the frost comes*.

Exercise 179.—Classify the elements in the following sentences: 1. With reference to rank; 2. With reference to structure; 3. With reference to office.

- | | |
|---|-------------------------------------|
| 1. Sweet odors are agreeable. | 6. John, the carpenter, is here. |
| 2. The letter is directed plainly. | 7. I bought it to use. |
| 3. He speaks fluently. | 8. Children's lives are full of joy |
| 4. The sight was grand. | 9. Time passes slowly. |
| 5. It was too good to last. | 10. Mountain air is very pure. |
| 11. Birds are found where fruits abound. | |
| 12. Andrew laughed when Jenny kissed the cat. | |
| 13. A man who lives a good life is usually respected. | |

14. You will get a very fine view from the top of the mountain.
15. He displays good taste in the arrangement of his work.
16. We are going to the city to visit some friends.
17. Wild flowers of many different kinds grow in abundance.
18. By the turbid stream grew a gnarled oak covered with hanging vines.
19. He will return to school when vacation is over.
20. Where do you attend school ?

Exercise 180.—Make a list of all the *word* elements, and state what part of speech each is; the *phrase* elements, and the *clause* elements separately, and state the office of each.

LESSON XCV.

THE SIMPLE SENTENCE.

321. Definition.—A *simple sentence* is a sentence that consists of a *single statement*.

1. It contains but *one subject* and *one predicate*.
2. Its principal and subordinate elements may be *words* or *phrases*, but not *clauses*.

I. ANALYSIS OF THE SIMPLE SENTENCE.

322. A simple sentence is *analyzed* by stating :

1. Kind of sentence.
2. The logical subject.
3. The logical predicate.
4. The grammatical subject.
5. The modifiers of the grammatical subject.
6. The grammatical predicate.
7. The modifiers and complement of the grammatical predicate.

323. MODELS FOR ANALYZING SIMPLE SENTENCES.

1. The soft summer rain was falling over all the landscape.

This is a simple declarative sentence.

The logical subject is *the soft summer rain*.

The logical predicate is *was falling over all the landscape*.

The grammatical subject is *rain*, which is limited by the adjectives *summer*, *soft*, and *the*.

The grammatical predicate is *was falling*, which is modified by the prepositional adverbial phrase—*over all the landscape*—landscape, the object of the preposition *over*, being modified by the adjectives *the* and *all*.

2. The Czar of Russia possesses unlimited power over his subjects' lives.

This is a simple declarative sentence.

The logical subject is *The Czar of Russia*.

The logical predicate is *possesses unlimited power over his subjects' lives*.

The grammatical subject is *Czar*, which is limited by the adjective *the*, and by the prepositional adjective phrase *of Russia*.

The grammatical predicate is *possesses*, which is completed by the objective complement *power*. This is modified by the adjective *unlimited*, and by the prepositional adjective phrase—*over his subjects' lives*—lives, the object of the preposition, being limited by the possessive noun *subjects'*, which is limited by the possessive pronoun *his*.

3. Cool water to drink was a boon denied to them.

This is a simple declarative sentence.

The logical subject is *cool water to drink*.

The logical predicate is *was a boon denied to them*.

The grammatical subject is *water*, which is modified by the adjective *cool*, and by the adjective element *to drink*.

The grammatical predicate is *was*, which is completed by the predicate noun *boon*. This is modified by the participial adjective phrase—*denied to them*—denied, the principal part of the phrase, being modified by the prepositional adverbial phrase *to them*.

4. Learning another language, is entering another world of thought.

This is a simple declarative sentence.

The subject, *logical and grammatical*, is the substantive phrase, *learning another language*.

The principal word of the subject phrase is the participle *learning*, which is completed by the objective complement *language*, and this is modified by the adjective *another*.

The logical predicate is, *is entering another world of thought*, and the grammatical predicate is, *is*.

The grammatical predicate *is*, has for an attributive complement the participial phrase, *entering another world of thought*. This is a substantive phrase the principal word of which is the transitive participle *entering*, having for its object the noun *world*, which is modified by the adjective *another*, and by the prepositional adjective phrase, *of thought*.

Exercise 181.—Analyze the following sentences :

1. He heard the howling of the wolves before the coming of the storm.

2. God moves in a mysterious way his wonders to perform.

3. We found in our rambles several pieces of flint, once used by Indians for arrow-heads.

4. How many enormous falsehoods have been published in the newspapers !

5. At length the Caliph approached him reverently.

6. The tidings of the death of his son, filled the old man's heart with anguish.

7. Benjamin West, the painter, was a native of Pennsylvania.

8. At the dawn of day, with a merry heart, she ascended the hill with her brother.

9. Their ammunition being exhausted, the garrison surrendered.

10. Was a French king brought prisoner to London ?

11. The man of integrity shall have his just reward.

12. The lowing herd wind slowly o'er the lea.

13. Time is a gift bestowed upon us by the bounty of heaven.

14. A nation's character is the sum of its splendid deeds.

II. SYNTHESIS OF THE SIMPLE SENTENCE.

324. Two or more statements may be combined into a simple sentence. Thus,

SEPARATE STATEMENTS.

1. Gratitude is a reward.
It is the reward of benevolence.
It is the best reward.
2. An owl lived in a tree.
He was a staring owl.
He lived in the hollow of a tree.
The tree was an old tree.
It was an oak tree.
3. The prize was presented to the best pupil.
The prize was a gold watch.
It was presented by the principal.
It was presented at the close of the term.

SIMPLE SENTENCES.

1. Gratitude is the best reward of benevolence.
2. A staring owl lived in the hollow of an old oak tree.
3. The prize, a gold watch, was presented to the best pupil by the principal at the close of the term.

Exercise 182.—Combine each of the sets of statements given below into a simple sentence.

1. Pennsylvania has a trade.
It is a large trade.
It is a domestic trade.
It is a trade in coal.
2. Labor.
Do it to keep something alive in your breast.
That something is a spark of celestial fire.
The spark is called conscience.

3. The village smithy stands.
It stands under a tree.
It is a chestnut tree.
It is a spreading tree.
4. Rivers empty.
There are many of them.
They are large rivers.
They come from the west.
They empty into the Mississippi.

- | | |
|--|--|
| <p>5. The Congress made a declaration.
It was the Continental Congress.
It was a declaration of independence.
It was made on the fourth day of July.
It was made in the year 1776.</p> <p>6. The Lord is a tower.
He is a tower of defense.
He is a tower to his people.</p> <p>7. The hunter carries a weapon.
The weapon is his.
It is a rifle.
He carries it on his shoulder.</p> | <p>8. The sun shines.
It shines brightly.
It shines in the morning.
It shines over the hills.
The hills are distant.</p> <p>9. The thunder leaps.
It is living thunder.
It leaps from peak to peak.
It leaps among the crags.
They are rattling crags.</p> <p>10. Whitney was born.
He was born in New England.
He was an inventor.
He invented the cotton-gin.
It is a machine.
It separates seeds from cotton.</p> |
|--|--|

LESSON XCVI.

THE COMPLEX SENTENCE.

325. Definition.—A *complex sentence* is one that contains a principal sentence and one or more subordinate clauses.

326. The subordinate clause may be:

1. An adjective element ; as, He who wins may laugh.
2. An adverbial element ; as, I shall dismiss the class when the lesson is learned.
3. An objective element ; as, We have learned that the earth is round.
4. An attributive complement ; as, The complaint was, that William broke Mary's slate.

5. The subject of a sentence ; as, Who wrote the letter has never been ascertained.

327. Connectives.—The subordinate clause may be *introduced*, or it may be *connected* to the other parts of the sentence :

1. By a relative pronoun ; as,

The harp that *played so sweetly* is now silent.
 The seed which *was planted* has become a large tree.
 He who *feels noble*, will become so.
 What *I could give*, I did give.

2. By a conjunctive adverb ; as,

I will remain here, while *you are away*.
 I know a bank where *the wild thyme grows*.
 When *the sun rises*, the birds begin to sing.

3. By a subordinate conjunction ; as,

We shall go if *the weather is fine*.
 I will not repeat it, until *I know its truth*.
 It was he unless *I am mistaken*.
 They insisted that *we should stay*.

Exercise 183.—Mention the subordinate clause in each of the following sentences, and state its office and the word which introduces it or connects it to the other part of the sentence :

1. The veil which covers the face of futurity is woven by mercy.
2. That the earth moves round the sun, was unknown in ancient times.
3. You shall go whenever you choose.
4. Students who love to study, merit the highest honors.
5. He cannot swim before he has learned.
6. If we do not find work for our muscles, they will soon become weak.
7. I told him that dinner was ready.
8. What can you do, that I cannot do ?
9. I will do it as soon as I can.
10. Except these abide in the ship, ye cannot be saved.

I. ANALYSIS OF COMPLEX SENTENCES.

328. A complex sentence is *analyzed* by stating :

1. The logical subject and the logical predicate of the entire sentence.
2. The principal sentence.
3. The subordinate clause or clauses.
4. The connective that introduces the subordinate clause, or joins it to the principal sentence.
5. The analysis of the principal sentence and subordinate clauses separately, as simple sentences.

329 **MODELS FOR ANALYZING COMPLEX SENTENCES.**

1. Soft is the strain when zephyr gently blows.

This is a complex declarative sentence.

The logical subject is, *the strain*.

The logical predicate is, *is soft when zephyr gently blows*.

The principal sentence is, *Soft is the strain*.

The subordinate clause is, *when zephyr gently blows*.

The connective is the conjunctive adverb *when*.

The logical subject of the principal sentence is, *the strain*.

The logical predicate is, *is soft*.

The grammatical subject is, *strain*; which is modified by the adjective *the*.

The grammatical predicate is, *is*; which is completed by the attributive complement *soft*, and when thus completed is modified by the adverbial clause, *when zephyr gently blows*.

The subject, *logical* and *grammatical*, of the subordinate clause is *zephyr*.

The logical predicate is, *gently blows*.

The grammatical predicate is, *blows*; which is modified by the adverb *gently*.

2. The evil that men do, lives after them.

This is a complex declarative sentence.

The logical subject is, *the evil that men do*.

The logical predicate is, *lives after them*.

The principal sentence is, *the evil lives after them*.

The subordinate clause is, *that men do*.

The connective is the relative pronoun *that*.

The grammatical subject of the principal sentence is, *evil*; which is modified by the adjective *the*, and the adjective clause *that men do*.

The grammatical predicate is, *lives*; which is modified by the prepositional adverbial phrase *after them*.

The subject, *logical* and *grammatical*, of the subordinate clause is, *men*.

The logical predicate is, *do that*.

The grammatical predicate is, *do*; which is completed by the objective complement *that*.

3. Has my master found that my statement was true?

This is a complex interrogative sentence.

The logical subject is, *my master*.

The logical predicate is, *has found that my statement was true*.

The principal sentence is the entire sentence.

The subordinate clause is, *that my statement was true*.

The connective is the conjunction *that*.

The grammatical subject of the principal sentence is, *master*; which is modified by the possessive pronoun *my*.

The grammatical predicate is, *has found*; which is completed by the objective substantive clause, *that my statement was true*.

The logical subject of the subordinate clause is, *my statement*.

The logical predicate is, *was true*.

The grammatical subject is, *statement*; which is modified by the possessive pronoun *my*.

The grammatical predicate is, *was*; which is completed by the predicate adjective *true*.

4. That he is rich, does not mean that he is happy.

This is a complex declarative sentence.

The logical subject is the substantive clause, *that he is rich*.

The logical predicate is, *does not mean that he is happy*.

The principal sentence is the entire sentence.

The subordinate clauses are, *that he is rich* and *that he is happy*.

The *first* that introduces the first subordinate clause, and the *second* that connects the second subordinate clause to the preceding part of the sentence.

The logical subject and predicate of the principal sentence are those of the entire sentence.

The grammatical subject is the same as the logical subject.

The grammatical predicate is, *does mean*; which is modified by the adverb *not*, and completed by the objective substantive clause, *that he is happy*.

The subject, *logical* and *grammatical*, of the *first* subordinate clause is, *he*.

The logical predicate is, *is rich*.

The grammatical predicate is, *is*; which is completed by the attributive complement *rich*.

The subject, *logical* and *grammatical*, of the *second* subordinate clause is, *he*.

The logical predicate is, *is happy*.

The grammatical predicate is, *is*, which is completed by the predicate adjective *happy*.

Exercise 184.—Analyze the following complex sentences.

1. " 'Will you walk into my parlor?' said a spider to a fly."
2. His trouble is, that he has lost his place.
3. "I fight for God and Freedom," was his cry.
4. Does a son who loves his parents, ever disobey them?
5. We'll have our little picnic where the brook flows through the woods.
6. If I win power, I'll use it but for good.
7. Sunday is the golden clasp that binds the volume of the week.
8. All nations believe that the soul is immortal.
9. They met with such disasters as reduced them to poverty.
10. Most politicians advocate whatever seems popular.

II. SYNTHESIS OF COMPLEX SENTENCES.

330. Two or more statements can be combined into a **complex sentence**. Thus,

SEPARATE STATEMENTS.

1. He giveth to the poor.
He lendeth to the Lord.
2. This is the frog.
We caught it in the brook.
3. There stands a man.
His pocket was picked.
4. I did not go to church.
My reason was illness.

COMPLEX SENTENCES.

1. He who giveth to the poor,
lendeth to the Lord.
2. This is the frog that we
caught in the brook.
3. There stands a man whose
pocket was picked.
4. I did not go to church because
I was ill.

Exercise 185.—Combine each set of statements given below into a complex sentence.

1. Spring returns.
The trees then put forth
their leaves.
2. I know a little boy.
His name is Ned.
3. I will buy the wagon on one
condition.
You must put it in repair.
4. Alexander was a great gen-
eral.
Cæsar was an equally great
general.
5. I held the boy.
He was not a strong boy.
At the same time Arthur tied
his hands.

6. Silk is made by a caterpillar.
This caterpillar is called the
silk-worm.
7. John is a tall boy.
William is a taller one.
8. John is a truthful boy.
I am sure of it.
9. A wise son maketh a glad
father.
This is one of the proverbs of
Solomon.
He was a wise king.
10. The boy stood on the deck.
The deck was burning.
All the others had fled.
He had not fled.

LESSON XCVII.

THE COMPOUND SENTENCE.

331. Definition. — A *compound sentence* is one that consists of **co-ordinate members** connected by a conjunction expressed or understood.

332. The members of a compound sentence may be :

1. **Simple** ; as, John is quick but Henry is sure.
2. **Simple and complex** ; as, The stage has arrived, but a friend *whom I expected* has not come.
3. **Complex** ; as, "He lived *as mothers wish their sons to live* ; he died *as fathers wish their sons to die*."

333. Connectives.—The co-ordinate members of a compound sentence, are connected :

1. By a **co-ordinate conjunction** ; as,

"Art is long and time is fleeting."

He neglected to study ; therefore he failed in his lesson.

The connective is often *understood* ; as,

Cowards die many times ; the valiant taste death but once.

2. By **some other connective** used with the force of a *co-ordinate conjunction*.

Some sentences, like the following, *complex in form*, are equivalent to compound sentences, in which the clause, instead of limiting, adds an additional and *independent* statement ; the connected clause is, in sense a *co-ordinate member* ; as,

I sold the book to John, **who** (*and he*) gave it to his sister.

He shouted at the dog, **which** (*and it*) fled in affright.

The owl flew into a tree, **where** (*and there*) it sat staring at me.

I. ANALYSIS OF COMPOUND SENTENCES.

334. A compound sentence is *analyzed* by stating :

1. Its co-ordinate members.
2. The conjunction by which they are united.
3. The analysis of each member as a simple or a complex sentence.

335. MODELS FOR ANALYZING COMPOUND SENTENCES.

1. The world is made for happiness, but many people make themselves miserable.

This is a **compound declarative sentence** composed of the two simple sentences or members—*the world is made for happiness* and *many people make themselves miserable*—connected by the co-ordinate conjunction *but*.

The logical subject of the first member is, *The world*.

The logical predicate is, *is made for happiness*.

The grammatical subject is, *world* ; which is modified by the adjective *the*.

The grammatical predicate is, *is made* ; which is modified by the prepositional adverbial phrase, *for happiness*.

The logical subject of the second member is, *many people*.

The logical predicate is, *make themselves miserable*.

The grammatical subject is *people* ; which is modified by the adjective *many*.

The grammatical predicate is, *make* ; which is completed by the objective complement *themselves*, and the attributive complement *miserable*.

2. John is a good boy ; he gives what he earns to his mother.

This is a **compound declarative sentence** composed of the simple member, *John is a good boy*, and the complex member, *He gives what he earns to his mother*.

The first member is analyzed according to the model for the analysis of simple sentences ; the second, according to that for the analysis of complex sentences. (See 323, 329.)

3. Whither thou goest, I will go ; and where thou lodgest, I will lodge.

This is a **compound declarative sentence** composed of the two co-ordinate complex sentences—*whither thou goest I will go* and *where thou lodgest I will lodge*—connected by the co-ordinate conjunction *and*.

Each of the co-ordinate members is analyzed according to the model for the analysis of complex sentences. (329.)

Exercise 186.—Analyze the following compound sentences :

1. We grow older and, at the same time, we grow wiser.
2. The ground is wet ; therefore it must have rained.
3. He aimed at the target, but he could not hit it.
4. A fool speaketh all his mind ; but a wise man keepeth it in till afterward.
5. "The vine still clings to the mouldering wall,
And at every gust the dead leaves fall."
6. He has acted unwisely ; nevertheless I will help him.
7. The prospect is not good ; I will do, however, the best I can.
8. What we have acquired with difficulty, we retain with care ; but that which is easily earned, is readily spent.
9. A glass was offered to Mannering, who drank it to the health of the reigning prince. (333, 2.)
10. Prosperity did not unduly elate Washington, nor did misfortune cast him down.
11. Because he hath set his love upon me, therefore will I deliver him.
12. Homer was the greater genius ; Virgil the better artist : in the one we most admire the man ; in the other, the work.
13. If thine enemy be hungry, give him bread to eat ; if he be thirsty, give him water to drink.
14. Get wisdom ; and with all thy getting, get understanding.
15. Let us arise ; for the sun has risen, and it is day.
16. When I was a child, I spake as a child ; but when I became a man, I put away childish things.

II. SYNTHESIS OF COMPOUND SENTENCES.

336. Two or more statements may be combined into a compound sentence. Thus,

SEPARATE STATEMENTS.

1. The man succeeded in crossing the stream.
The boy gave up in despair.
2. God is our refuge.
For that reason we will not fear.
3. James lost a knife.
I found it.
I gave it to him.
He thanked me.

COMPOUND SENTENCES.

1. The man succeeded in crossing the stream, but the boy gave up in despair.
2. God is our refuge ; therefore we will not fear.
3. I found a knife which James had lost ; and when I gave it to him he thanked me.

Exercise 187.—Combine each of the following sets of statements into a compound sentence :

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The birds flew wildly about.
The beasts ran howling away. 2. I have not studied arithmetic.
Neither have I any knowledge of grammar. 3. My friend is a teacher.
Beside this he is an author.
He has written a Chinese dictionary. 4. A jest is not an argument.
A loud laugh is not a demonstration. 5. He was a spendthrift.
In consequence of this, he came to want. 6. The horse is running away.
If not, my eyes deceive me. | <ol style="list-style-type: none"> 7. I have cut my finger.
For this reason, I cannot write.
My brother will write for me. 8. I have nothing to give.
If I had, I would give it. 9. They have promised.
They do not perform.
I will listen to their promises no longer. 10. Charles must recite.
If he does not I shall punish him. 11. I will not go to the city to-day.
The reason is that I expect some friends.
They are to dine with me. |
|--|--|

LESSON XCVIII.

SENTENCES WITH COMPOUND ELEMENTS.

337. A sentence may have **two or more elements** having a *common relation* to other words.

338. **Illustrations.**—A sentence may have:

1. A **compound subject** ; as, Grammar *and* arithmetic are important studies.
2. A **compound predicate** ; as, The teacher worked *and* explained the example.
3. A **compound complement** ;
 - (1.) Objective (66) ; as, The boys study grammar *and* arithmetic.
 - (2.) Predicate adjective (67) ; as, The sky is bright *and* clear.
 - (3.) Predicate noun ; as, Webster was a statesman *and* an orator.
4. A **compound adjective element** ; as, He is an honest *and* industrious man.
5. A **compound adverbial element** ; as, Do you study in the morning *or* in the evening.
6. **All its elements compound** ; as, John and his sister study and recite grammar and arithmetic.

339. A sentence with a compound element is usually *equivalent* to a compound sentence. Thus,

The above sentences are respectively equivalent to :

1. Grammar is an important study ; and arithmetic is an important study.
2. The teacher worked the example ; and the teacher explained the example.
3. (1.) The boys study grammar ; and the boys study arithmetic.
 (2.) The sky is bright ; and the sky is clear.
 (3.) Webster was a statesman ; and Webster was an orator.

4. He is an honest man ; and he is an industrious man.

5. Do you study in the morning ; or do you study in the evening ?

6. John studies grammar, and his sister studies grammar ; John recites grammar, and his sister recites grammar ; John studies arithmetic, and his sister studies arithmetic ; John recites arithmetic, and his sister recites arithmetic.

340. Sentences having *compound elements* that may be thus expanded into a compound sentence, are properly called **contracted compound sentences**.

341. Some sentences, however, having compound elements cannot be thus expanded into compound sentences. Thus,

The clematis and the ivy cover the wall, is a sentence with a compound subject ; but it is not equivalent to the compound sentence—*The clematis covers the wall ; and the ivy covers the wall*—for the wall is not covered by either alone, but by both together.

342. Sentences similar to this are properly called **simple sentences**, *with compound elements*.

1. ANALYSIS OF SENTENCES WITH COMPOUND ELEMENTS.

343. A sentence with a compound element is analyzed by stating :

1. The element that is compound.

2. The regular analysis.

344. MODELS FOR ANALYZING SENTENCES WITH COMPOUND ELEMENTS.

1. Industry, good sense, and virtue, are essential to real success.

This is a simple declarative sentence with a compound subject.

The **logical subject** of the sentence is the compound subject—*industry, good sense, and virtue*.

The logical predicate is, *are essential to real success*.

The grammatical subject is compound, comprising the three simple subjects—*industry, sense, and virtue*, which are connected by the conjunction *and*.

One of these subjects, *sense*, is modified by the adjective element *good*.

The grammatical predicate is, *are*. This is completed by the predicate adjective *essential*, which is modified by the prepositional adverbial phrase—*to real success*—*success*, the object of the preposition *to*, being modified by the adjective *real*.

2. The day was bright and pleasant.

This is a contracted compound declarative sentence, with a compound adjective element used as the attributive complement of the predicate.

The logical subject is, *the day*.

The logical predicate is, *was bright and pleasant*.

The grammatical subject is, *day*; which is limited by the article *the*.

The grammatical predicate is, *was*. This is completed by the compound adjective element, *bright and pleasant*.

Exercise 188.—Analyze the following sentences:

1. John and I will do the work together.
2. He arose early and watched the rising of the sun.
3. Both Harry and I were detained.
4. On land and at sea he is equally at home.
5. Will you remain here or go on?
6. "Few and short were the prayers we said."
7. Rain and snow fall in great quantities in some countries.
8. Both he and I are willing to be responsible for the result.
9. Either John or you were whispering while I was out of the room.

II. SYNTHESIS OF SENTENCES WITH COMPOUND ELEMENTS.

345. Two or more statements having a *common* element, may be combined into a sentence having a *compound* element. Thus,

SEPARATE STATEMENTS.

1. Jane is an excellent scholar.
Eliza is an excellent scholar.
2. I did not blame him.
I did not praise him.
3. The weasel killed four rats.
It also killed a mole.
4. He is stupid.
He is also lazy.
5. Susie has a kitten.
It is partly white.
It is partly black.
6. We go over the houses.
We go under the trees.
We go up.
We go down.

SENTENCES WITH COMPOUND ELEMENTS.

1. Jane and Eliza are excellent scholars.
2. I neither blamed nor praised him.
3. The weasel killed four rats and a mole.
4. He is both stupid and lazy.
5. Susie has a white and black kitten.
6. Over the houses and under the trees, up and down we go.

Exercise 189.—Combine each of the following sets of statements into a sentence with a compound element :

- | | |
|--|---|
| <ol style="list-style-type: none">1. Towser is a good watch dog.
So is Snap.2. The study of history expands the mind.
It also elevates the mind.3. Henry has a watch.
He also has a gun.4. Rowing is a good exercise to expand the chest.
It is also good to strengthen the chest.
It is also good to harden the muscles.5. The officer came into the house.
He also came into the room. | <ol style="list-style-type: none">6. It was glue.
If not, it was paste.7. One thought doth come to me.
It is a sweet thought.
It is a solemn thought.8. To profess is one thing.
To possess is another.9. I do not like the boy.
Neither do I trust him.10. They feared him.
They feared his wife.
They hated him.
They hated his wife.11. Margaret has two kittens.
One of the kittens is white.
The other kitten is black. |
|--|---|



LESSON XCIX.

STATEMENTS EMPHASIZED.

346. A statement is sometimes rendered *more emphatic*:

1. By using the **interrogative form** instead of the **declarative**. Thus,

DECLARATIVE.

1. The story he told was remarkable.
2. God will protect his servants.
3. A great man cannot always be kept in obscurity.

INTERROGATIVE.

1. Was not the story he told remarkable?
2. Will not God protect his servants?
3. Can a great man always be kept in obscurity?

2. By using the **exclamatory form** instead of the **declarative**. Thus,

DECLARATIVE.

1. The kitten is very cunning.
2. He struggled manfully.
3. Without sin, this would be a world of happiness.

EXCLAMATORY.

1. How very cunning the kitten is!
2. How manfully he struggled!
3. What a world of happiness would this be without sin!

3. By *arranging* the elements in a rhetorical order instead of the grammatical. Thus,

GRAMMATICAL ORDER.

1. The work of the king was the best of all.
2. The sea was wild and the shore was steep.
3. I will take my stand where my chieftain stands.

RHETORICAL ORDER.

1. Best of all, was the work of the king.
2. Wild was the sea and steep the shore.
3. Where stands my chieftain, I will take my stand.

Exercise 190.—Rewrite the following sentences, expressing the same thoughts in the interrogative or exclamatory form :

- | | |
|---|-----------------------------|
| 1. The sky is blue. | 5. That was a sad sight. |
| 2. No man can serve two masters. | 6. You are very quiet. |
| 3. Every one fears death. | 7. God is our Father. |
| 4. I wish I were a boy again. | 8. Man is a rational being. |
| 9. He has written the copy beautifully. | |
| 10. No one can number the hairs of his head. | |
| 11. Indolence cannot bestow wealth. | |
| 12. That prison was a place of torment. | |
| 13. It is very hard for a mother to lose her child. | |
| 14. We are not stronger than the Lord. | |
| 15. No one would ever have believed it. | |
| 16. They who fight with lawful weapons, contend powerfully. | |
| 17. The boy does not know to whom he is speaking. | |
| 18. That man is brave and worthy of promotion. | |
| 19. Our fathers fought and died to make their country free. | |
| 20. I could not be guilty of such meanness. | |

Exercise 191.—Rewrite the following sentences, arranging them in the natural or grammatical order :

1. Silver and gold have I none, but such as I have give I thee.
2. No flocks that range the valley, to slaughter I condemn.
3. Down comes a deluge of sonorous hail.
4. The rose's glowing breast the honey-bee now seeks.

5. Love, and her sister fair, the soul,
Twin-born, from heaven together came.
6. From this source chiefly rise the storms of life.
7. Me to my office he restored, but him upon a tree he hanged.
8. In keeping his commandments there is great reward.
9. "Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear."
10. "In dreams, through camp and court he bore
The trophies of a conqueror."

Exercise 192.—Rewrite the following sentences, arranging the elements in the rhetorical order:

1. Gold is the most valuable of all the metals.
2. The plowman homeward plods his weary way.
3. O Death ! thou hast all seasons for thine own.
4. The wind roared louder and the ship fled faster before the gale.
5. The avalanche came rushing down the mountain side.
6. The sun shines brightly, adorning the hills and clouds.
7. I will honor them that honor me.
8. Loose conversation operates on the soul as poison acts on the body.
9. It might appear better for us, if there were no sin nor sorrow here.
10. The rain-drops came thicker and faster, descending in blinding sheets.

LESSON C.

THE STRUCTURE OF SENTENCES CHANGED.

347. The structure of a sentence may be changed :

1. By changing the voice of the verb. Thus,

TRANSITIVE ACTIVE.

1. James struck William.
2. Conjunctions connect words
or sentences.
3. The children have gathered
the apples.

TRANSITIVE PASSIVE.

1. William was struck by James.
2. Words or sentences are con-
nected by conjunctions.
3. The apples have been gathered
by the children.

2. By the use of an *anticipative subject*. Thus,

PROPER SUBJECT.

1. To save is harder than to earn.
2. Tears were in her eyes.
3. That he stole the money is certain.

ANTICIPATIVE SUBJECT.

1. It is harder to save than to earn.
2. There were tears in her eyes.
3. It is certain that he stole the money.

Exercise 193.—Rewrite the following sentences, changing the voice of the verbs :

1. Our cat has caught a rat.
2. The chair was removed by a servant.
3. They were deceived by what I said.
4. The story amused me very much.
5. The mountains are covered with dense forests.
6. Your remarks contradict what he said.
7. Avarice extinguishes every generous emotion.
8. Every one praised William's conduct.
9. This young lady teaches many poor children.
10. I am not, has never accomplished anything.
11. What thou dost not know, thou canst not tell.
12. Now twilight pins night's curtain with a star.
13. John is not able to tell what he knows.
14. I am not moved by such influences.
15. A penny was received by every man.
16. The beautiful prospects of nature always excite the warmest admiration of mankind.
17. He that refuseth instruction, despiseth his own soul.
18. The war of 1812 was forced upon us by Great Britain.
19. Whatever we undertake we should accomplish.
20. He that by usury and unjust gain increaseth his substance, shall gather it for him that will pity the poor.

NOTE.—1. Generally, that form of the verb should be used which will give greater emphasis or prominence to the *most important* word, or which will bring related words most closely together.

2. When the agent is not known, or unimportant, or understood to be persons in general, the *passive form* is to be used ; as,

1. The Romans *were considered* good soldiers.
2. The righteous *are held* in everlasting remembrance.
3. It *may easily be conceived* how reluctant we were to return.
4. It *is supposed* that the records *were destroyed*.

Exercise 194.—Change the forms of the following and note the improvement :

1. When the Alps were crossed by Cæsar, he passed into Italy.
2. The necessity of dispatch was seen by him.
3. It was known by him that the battle had been lost.
4. The men, by whom he was captured, came up.
5. Some gentlemen, who had long been his father's friends, and who wished to testify their regard for him, assisted him.
6. Those by whom I am honored will be honored by me.
7. These truths are held to be self-evident by us.

Exercise 195.—Rewrite the following sentences, using anticipative subjects :

- | | |
|---|----------------------------------|
| 1. Nobody is in the room. | 5. No place is like home. |
| 2. Music is in her speech. | 6. No more sorrow will be there. |
| 3. Edward played the flute. | 7. William made all the trouble. |
| 4. To have friends is good. | 8. Nobody is so good as he. |
| 9. An old man was on the mountain. | |
| 10. That he does not write is strange. | |
| 11. Birds were singing in every tree. | |
| 12. A time was when fingers were used instead of forks. | |
| 13. My fate has been to have few friends. | |
| 14. That he should be punished was right. | |
| 15. To see such misery makes one weep. | |
| 16. To be good is better than to be rich. | |
| 17. Nothing is more beautiful than the rainbow. | |
| 18. To dispute about trifles is foolish. | |
| 19. A report was circulated that war had been declared. | |
| 20. To have loved and lost is better than never to have loved at all. | |

LESSON CI.

THE PHRASEOLOGY OF SENTENCES CHANGED.

348. The **phraseology** of a sentence may be varied :

1. By **expanding words** into *phrases* or *clauses*. Thus,

I. WORDS INTO PHRASES.

- | | |
|-------------------------------------|---|
| 1. <i>Diligence</i> is commendable. | 1. <i>To be diligent</i> is commendable. |
| 2. I saw a <i>hatless</i> man. | 2. I saw a man <i>without a hat</i> . |
| 3. <i>Here</i> Hamilton was shot. | 3. <i>On this spot</i> , Hamilton was shot. |

II. WORDS INTO CLAUSES.

- | | |
|---------------------------------|--|
| 1. <i>Pride</i> is sinful. | 1. <i>That we be proud</i> is sinful. |
| 2. It was <i>stained</i> wood. | 2. It was wood <i>that was stained</i> . |
| 3. I shall <i>certainly</i> go. | 3. <i>It is certain</i> that I shall go. |

2. By **expanding phrases** into *clauses* :

PHRASES INTO CLAUSES.

- | | |
|---|--|
| 1. <i>To be just</i> is easier than <i>to be generous</i> . | 1. <i>That one should be just</i> is easier than <i>that he should be generous</i> . |
| 2. <i>Daylight returning</i> , we resumed our work. | 2. <i>When daylight returned</i> , we resumed our work. |
| 3. People <i>of intelligence</i> like to read. | 3. People <i>who are intelligent</i> like to read. |

Exercise 196.—1. Rewrite the following sentences, expanding the words in *italics* into equivalent phrases. 2. State whether these phrases are substantive, adjective, or adverbial.

- | | |
|--|---------------------------------------|
| 1. <i>Merriment</i> was impossible. | 6. I will return <i>shortly</i> . |
| 2. A <i>wealthy</i> man has many cares. | 7. <i>Where</i> is the hammer. |
| 3. <i>Goodness</i> is <i>happiness</i> . | 8. He is a <i>Boston</i> man. |
| 4. <i>Why</i> are you <i>angry</i> ? | 9. He was <i>necessarily</i> detained |
| 5. The day was a <i>pleasant</i> one. | 10. He was a <i>large</i> man. |

Exercise 197.—1. Rewrite the following sentences, expanding the words in *italics* into equivalent clauses. 2. State whether these clauses are substantive, adjective, or adverbial (§20), and why.

1. They expected *me*.
2. He is *evidently* a foreigner.
3. The *softening* dews descend.
4. It struck with *resistless* force.
5. *Florida* oranges are the best.
6. He desires *to be called*.
7. *Truly*, the light is sweet.
8. *Liars* will be punished.
9. Washington was *certainly* a great general.
10. The flea can leap an *incredible* distance.

Exercise 198.—1. Rewrite the following sentences, expanding the phrases in *italics* into equivalent clauses. 2. State whether these clauses are substantive, adjective, or adverbial, and why.

1. I bought a piano *to please my wife*.
2. I could read by the light *of the moon*.
3. *To convince you*, I will tell the whole story.
4. People *living in glass houses*, should not throw stones.
5. *To become President* is his ambition.
6. *Our differing in opinion* is not strange.
7. *On receiving my pay* I departed.
8. A sentence is an assemblage of words *making complete sense*.
9. He has done so well *as to gain the approbation of all*.
10. *To be his favorite pupil* was my delight.

3. By contracting clauses into *phrases* or *words*.
Thus,

I. CLAUSES INTO PHRASES.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <i>That I should return</i> with you is impossible. 2. He is a man <i>whose disposition is kind</i>. 3. The gates were opened <i>that the king might enter</i>. | <ol style="list-style-type: none"> 1. <i>For me to return</i> with you is impossible. 2. He is a man <i>of a kind disposition</i>. 3. The gates were opened <i>for the king to enter</i>. |
|--|--|

II. CLAUSES INTO WORDS.

- | | |
|---|---|
| <p>1. <i>That I should repeat it</i> is unnecessary.</p> <p>2. Waste <i>that is willful</i>, brings want <i>that is woful</i>.</p> <p>3. I worked <i>that I might pay my way</i>.</p> | <p>1. <i>Repetition</i> is unnecessary.</p> <p>2. <i>Willful</i> waste brings <i>woful</i> want.</p> <p>3. I worked <i>to pay my way</i>.</p> |
|---|---|

4. By contracting phrases into *words*. Thus,

PHRASES INTO WORDS.

- | | |
|---|--|
| <p>1. <i>To be crafty</i> is no recommendation.</p> <p>2. I saw a boy <i>with bare feet</i>.</p> <p>3. <i>At what time</i> did he go?</p> | <p>1. <i>Craftiness</i> is no recommendation.</p> <p>2. I saw a <i>bare-foot</i> boy.</p> <p>3. <i>When</i> did he go?</p> |
|---|--|

Exercise 199.—1. Rewrite the following sentences, contracting the clauses into equivalent phrases. 2. State whether these phrases are substantive, adjective, or adverbial, and why.

1. This is the house *that Jack built*.
2. I was maddened *when I thought of my wrongs*.
3. I proceeded *as a cautious person should proceed*.
4. *I opened the purse* and I found it contained a dollar.
5. *That one should be angry*, is foolish.
6. Persons *who wish others* to be upright, should be upright themselves.
7. I have a friend *who lives in the country*.
8. I will do anything *that I may satisfy you*.
9. Nobody doubts *that you are honest*.
10. *When I had eaten my dinner*, I went out for a walk.
11. He *entered the hall in haste* and sat down.
12. I intend that my work shall be well done.
13. I watched the carpenter while he was building the house.
14. A man who is idle cannot hope that he will be successful.

Exercise 200.—1. Rewrite the following sentences, contracting the clauses into equivalent words. 2. State whether these words are substantives, adjectives, or adverbs, and why.

1. A stone *that rolls* gathers no moss.
2. He fought *as a hero* fights.
3. The judge spoke *as a wise man should* speak.
4. Liquors *that intoricate* should be avoided.
5. Charles has a dog *that is yellow*.
6. A man *who sneers* makes many enemies.
7. The goods *which were not sold*, were packed away.
8. He acknowledges *that he was defeated*.
9. He speaks *as if he were confident*.
10. *That he is able*, will be made plain to all.

Exercise 201.—1. Rewrite the following sentences, contracting the phrases in italics into equivalent words. 2. State whether these words are substantives, adjectives, or adverbs.

- | | |
|---|---|
| 1. <i>To be weak</i> is misery. | 3. He opposed us <i>with violence</i> . |
| 2. He was killed <i>in an instant</i> . | 4. <i>In this place</i> will I remain. |
| 5. The horse is an animal <i>with four legs</i> . | |
| 6. <i>In a little while</i> the work will be completed. | |
| 7. <i>Catching fish</i> was his principal amusement. | |
| 8. The transaction was <i>according to law</i> . | |
| 9. His impudence is <i>not to be borne</i> . | |
| 10. He is a man <i>of wealth and independence</i> . | |

5. By substituting equivalent expressions. Thus,

- | | |
|--|---|
| 1. " <i>I am your brother's friend</i> ," he said. | 1. He said <i>that he was your brother's friend</i> . |
| 2. His <i>conduct</i> has always been good. | 2. His <i>behavior</i> has always been good. |
| 3. The farmer <i>mows</i> the waving grass. | 3. The farmer <i>cuts down</i> the waving grass. |
| 4. Our brethren <i>are already in the field</i> . | 4. Our brethren <i>have taken the field already</i> . |
| 5. I am monarch <i>of all I survey</i> . | 5. I rule <i>everything I see</i> . |

- | | |
|--|---|
| 6. Farmer Brown <i>gave our Johnny a thrashing</i> and made him cry.
7. The fact is <i>indisputable</i> .
8. Charles is <i>as faithful as Mary</i> .
9. William is <i>a coward</i> .
10. Maize is <i>extensively</i> cultivated. | 6. Farmer Brown <i>beat our Johnny</i> and made him cry.
7. <i>No one can dispute</i> the fact.
8. Charles and Mary are <i>equally faithful</i> .
9. William is <i>not the bravest man in the world</i> .
10. The cultivation of maize is <i>extensively carried on</i> . |
|--|---|

Exercise 202.—Rewrite the following sentences, using equivalent expressions in place of the words in *italics*:

1. He drank *to intoxication*.
2. He *extended* his hand.
3. James is *a foolish* boy.
4. The *king's* troops were victorious.
5. This fortress *cannot be taken*.
6. He will *not suffer any more*.
7. The ring *was* hidden under the book.
8. The minister's wife is *far from well*.
9. I *do not* believe that he is *dishonest*.
10. The river *is not fordable* here.
11. It is *anything but easy* to manage a boat.
12. It *cannot be denied* that Arnold was a traitor.
13. The crocodile is the largest *of living reptiles*.
14. I was so *fortunate* as to win the first prize.
15. The son will inherit all *the father's riches*.
16. All should be interested in *the study which treats of the heavenly bodies*.
17. I *am the proprietor of* everything that *can be seen* from here.
18. I was *engaged in the perusal of* a very laughable anecdote about a monkey.
19. The Scots submitted to the union with England, *but they did so with great reluctance*.
20. Every fruit, every flower, and every blade of grass, *testifies to the wisdom of the Creator*.
21. It *is impossible that anything shall be achieved* without effort.
22. He was very much put out by the words you uttered.
23. Can you give me information concerning the climate?
24. Some one has told you what is not true.

6. By recasting the sentence.

349. The recasting of a sentence consists in *making a new sentence* which, as a whole, is its equivalent.

The same thought may frequently be expressed in several ways. Thus,

SENTENCE.	The horse is the most useful animal.
VARIATIONS.	1. The horse is more useful than any other animal.
	2. No other animal is so useful as the horse.
	3. Every other animal is less useful than the horse.
	4. The horse surpasses all other animals in usefulness.
	5. The usefulness of the horse is not equalled by that of any other animal.
	6. The most useful of all animals is the horse.
	7. No other animal equals the horse in usefulness.
	8. The usefulness of the horse surpasses that of any other animal.
	9. The horse is unequalled in usefulness by any other animal.
	10. The horse is pre-eminent among animals for usefulness.

Exercise 203.—Recast each of the following sentences in as many ways as possible without changing its meaning:

1. Gold is the most precious of metals.
2. Corn does not thrive in cold climates.
3. Music is now studied by nearly everybody.
4. Many who conquer their anger cannot conquer their pride.
5. No other electrician has made so many discoveries as Edison.
6. Henry IV. said that James I. was the wisest fool in Christendom.
7. Cowper's letters are charming because they are simple and natural.
8. If you want a thing done, go ; if not, send.
9. Pride costs us more than hunger or cold.
10. If you were in my place, you could better appreciate my motives.
11. Let another man praise thee, and not thine own mouth ; a stranger, and not thine own lips.



I. THE PARTS OF SPEECH.

I. NOUNS AND THEIR MODIFICATIONS.

350. A **noun** is a word used as a name.

I. A **common noun** is a name common to all of a class of individuals or objects (72).

1. A **collective noun** is the name of a collection of objects (77).
2. An **abstract noun** is the name of a quality or attribute (78).
3. A **verbal noun** is the name of an action (79).

II. A **proper noun** is the name of a particular individual or object (73).

351. Nouns are **modified** to express **gender, number, and case**.

I. **Gender** is that property of a noun (or pronoun) by which it indicates the sex or non-sex of the object named.

1. A noun of the **masculine gender** is one that denotes an object of the male sex (83).
2. A noun of the **feminine gender** is one that denotes an object of the female sex (84).
3. A noun of the **neuter gender** is one that denotes an object without sex (85).

Nouns that may be applied to persons or objects of either sex are by some grammarians said to be of the **common gender**.

II. Number is that property of a noun (or pronoun) by which it expresses *one or more than one*.

1. The **singular number** is that form of a noun by which it denotes one (87).

2. The **plural number** is that form of a noun by which it denotes more than one (88).

III. Case is that use or form of a noun (or pronoun) by which it indicates its *relation* to other words in the sentence.

1. A noun is in the **nominative case** :

1. When it is used as the subject of a finite verb (95).
2. When it is used in the predicate to express some attribute of the subject (96).
3. When it is used in apposition with a noun or pronoun in the nominative case.
4. When it is used independently. (See p. 202.)

2. A noun is in the **objective case** :

1. When it is used as the object of a transitive verb, participle, or infinitive.
2. When it is used as the object of a preposition (98).
3. When it is used in apposition with a noun or pronoun in the objective case.

3. A noun is in the **possessive case** :

1. When used to denote ownership or possession.
2. When used to denote source or origin.
3. When used to denote fitness or adaptability. [See 100-102.]

NOTE.—Nouns do not change their form to represent *person*.

II. PRONOUNS AND THEIR MODIFICATIONS.

352. A **pronoun** is a word used instead of a noun (24).

353. The **antecedent** of a pronoun is the noun or pronoun which it represents (124).

1. A **personal pronoun** is a pronoun that stands directly for, or *personates*, its noun. It indicates by its form whether it designates the speaker, the person spoken to, or the person spoken of (111, 112, 113).

A **compound personal pronoun** is one formed by annexing *self* or *selves* to one of the simple personal pronouns.

1. A pronoun of the **first person** is one that denotes the speaker.
2. A pronoun of the **second person** is one that denotes the person spoken to.
3. A pronoun of the **third person** is one that denotes the person or thing spoken of.

2. An **interrogative pronoun** is one used to ask a question (132).

3. A **relative (or conjunctive) pronoun** is one used to connect the clause of which it forms a part to the rest of the sentence (137).

A **compound relative pronoun** is one formed by annexing *ever* or *soever* to one of the simple conjunctive pronouns.

4. An **adjective pronoun** is an adjective used instead of the noun it limits (140).

354. **Pronouns** have the same *modifications* as **nouns**, besides separate forms for the different *persons* (141).

355. The **declension** of a pronoun is a regular arrangement of its genders, persons, numbers, and cases.

356. The *simple personal pronouns* are **declined** as follows:

PRONOUNS OF THE FIRST PERSON.

	<i>Singular.</i>		<i>Plural.</i>
<i>Nom.</i>	I.	<i>Nom.</i>	We.
<i>Poss.</i>	My.	<i>Poss.</i>	Our.
<i>Obj.</i>	Me.	<i>Obj.</i>	Us.

PRONOUNS OF THE SECOND PERSON.

	EMPHATIC FORM.			COMMON FORM.	
	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Thou.	Ye.	<i>Nom.</i>	You.	You.
<i>Poss.</i>	Thy.	Your.	<i>Poss.</i>	Your.	Your.
<i>Obj.</i>	Thee.	You.	<i>Obj.</i>	You.	You.

PRONOUNS OF THE THIRD PERSON.

	SINGULAR.				PLURAL.
	<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>		<i>All Genders.</i>
<i>Nom.</i>	He.	She.	It.	<i>Nom.</i>	They.
<i>Poss.</i>	His.	Her.	Its.	<i>Poss.</i>	Their.
<i>Obj.</i>	Him.	Her.	It.	<i>Obj.</i>	Them.

In ancient or solemn style *mine* is sometimes used for *my*, and *thine* for *thy*.

357. The *compound personal pronouns* are in the objective case unless used in apposition with a noun or pronoun in the nominative case (120). They are **declined** as follows :

	<i>Singular.</i>	<i>Plural.</i>
FIRST PERSON.	<i>Myself.</i>	<i>Ourselves.</i>
SECOND PERSON.	{ <i>Thyself.</i> <i>Yourself.</i> }	<i>Yourselves.</i>
THIRD PERSON.	{ <i>Mas.</i> <i>Himself.</i> <i>Fem.</i> <i>Herself.</i> <i>Neut.</i> <i>Itself.</i> }	<i>Themselves.</i>

358. The *relative* and *interrogative pronouns* are **declined** as follows :

WHO.				WHICH.			
<i>Singular.</i>		<i>Plural.</i>		<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	Who.	<i>Nom.</i>	Who.	<i>Nom.</i>	Which.	<i>Nom.</i>	Which.
<i>Poss.</i>	Whose.	<i>Poss.</i>	Whose.	<i>Poss.</i>	Whose.	<i>Poss.</i>	Whose.
<i>Obj.</i>	Whom.	<i>Obj.</i>	Whom.	<i>Obj.</i>	Which.	<i>Obj.</i>	Which.

WHAT.				THAT.			
<i>Singular.</i>		<i>Plural.</i>		<i>Singular.</i>		<i>Plural.</i>	
<i>Nom.</i>	What.	<i>Nom.</i>	What.	<i>Nom.</i>	That.	<i>Nom.</i>	That.
<i>Poss.</i>	——	<i>Poss.</i>	——	<i>Poss.</i>	——	<i>Poss.</i>	——
<i>Obj.</i>	What.	<i>Obj.</i>	What.	<i>Obj.</i>	That.	<i>Obj.</i>	That

Who is applied only to persons.

Which is applied to animals and things.

What is generally applied to things.

That is applied to persons, animals and things. (See 139.)

The antecedent of the relative pronoun *what* is never expressed. The proper antecedent may be inferred (139).

359. The *compound relative pronouns* are *whoever* or *whosoever*, *whichever* or *whichsoever*, and *whatever* or *whatsoever*, and they are **declined** the same as the simple relative pronouns, *who*, *which*, and *what*.

III. ADJECTIVES AND THEIR MODIFICATIONS.

360. An **adjective** is a word used to limit or qualify the meaning of a noun or pronoun (25, 26).

1. A **qualifying or descriptive adjective** is one that qualifies or describes a noun or pronoun (146).

2. A **limiting adjective** is one that limits the application of a noun or pronoun (147).

361. Adjectives are modified to express **comparison** (148).

1. An **adjective of the positive degree** is one that expresses some property of an object without reference to any other.

2. An **adjective of the comparative degree** is one that denotes that the object possesses some property in a greater or less degree than another.

3. An **adjective of the superlative degree** is one that denotes that the object possesses the property in the highest or lowest degree of all that are considered.

[See Synoptical Table, Appendix V, 3.]

IV. VERBS AND THEIR MODIFICATIONS.

362. A **verb** is a word used to assert something of its subject (28).

I. A **transitive verb** is one that requires an object to complete its meaning (166).

II. An **intransitive verb** is one that does not require an object to complete its meaning (167).

III. A **regular verb** is one whose past tense and past participle are formed by annexing *ed* (182).

IV. An **irregular verb** is one whose past tense and past participle are not formed by annexing *ed* (183).

V. An **impersonal verb** is one used to assert something in a general way, and always takes the pronoun *it* for a subject; as, *It rains*; *it snows*; *it seems* strange.

VI. A **verbal** is a form or mode of the verb which *assumes* or expresses in a general way some action, condition, or position, but *does not* directly *assert* it, of a subject. Verbals are either participles or infinitives (164, 165).

1. A **participle** is a verbal formed by annexing *ing*, *ed*, or *en*, to the verb; or, in some cases, by changing to root of the verb (244).

2. An **infinitive** is a verbal generally formed by prefixing *to* to the verb (252).

363.

LIST OF IRREGULAR VERBS.

The following list comprises nearly all the irregular verbs in the language. Those conjugated regularly, as well as irregularly, are marked with an R. Those in *italics* are obsolete, or but little used at the present time.

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Abide	abode	abode	Breed	bred	bred
Am	was	been	Bring	brought	brought
Arise	arose	arisen	Build, <i>re-</i>	built, R.	built, R.
Awake	awoke, R.	awaked	Burn	burnt, R.	burnt, R.
Bake	baked	baked, <i>baken</i>	Burst	burst	burst
Bear,	bore, <i>bare</i>	born	Buy	bought	bought
(<i>to bring forth.</i>)			Cast	cast	cast
Bear,	bore, <i>bare</i>	borne	Catch	caught, R.	caught, R.
(<i>to carry.</i>)			Chide	chid	{ chidden, chid
Beat	beat	beaten, beat	Choose	chose	chosen
Begin	began	begun	Cleave *	{ clove cleft	{ cloven cleft
Bend	bent, R.	bent, R.	(<i>to split.</i>)		
Bereave	bereft, R.	bereft, R.	Cling	clung	clung
Beseech	besought	besought	Clothe	clad, R.	clad, R.
Bid	bid, bade	bidden, bid	Come, <i>be-</i>	came	come
Bind, <i>un-</i>	bound	bound	Cost	cost	cost
Bite	bit	bitten, bit	Creep	crept	crept
Bleed	bled	bled	Crow	crew, R.	crowed
Blow	blew	blown	Cut	cut	cut
Break	{ broke, brake	{ broken, broke			

* Cleave, *to adhere*, is regular.

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Dare,*	durst	dared	Have	had	had
(to venture.)			Hear	heard	heard
Deal	dealt	dealt, R.	Heave	hove, R.	hoven, R.
Dig	dug, R.	dug, R.	Hew	hewed	hewn, R.
Do, mis-un-	did	done	Hide	hid	hidden, hid
Draw	drew	drawn	Hit	hit	hit
Dream	dreamt, R.	dreamt, R.	Hold,	held	held, <i>holden</i>
Drink	drank	{ drank, drunk	be- with-		
Drive	drove	driven	Hurt	hurt	hurt
Dwell	dwelt, R.	dwelt, R.	Keep	kept	kept
Eat	ate, eat	eaten	Kneel	knelt, R.	knelt, R.
Fall, be-	fell	fallen	Knit	knit, R.	knit, knitted
Feed	fed	fed.	Know	knew	known
Feel	felt	felt	Lade,	laded	laden
Fight	fought	fought	(to load.)		
Find	found	found	Lay	laid	laid
Flee	fled	fled	Lead, mis-	led	led
Fling	flung	flung	Leave	left	left
Fly	flew	flown	Lend	lent	lent
Forbear	forbore	forborne	Let	let	let
Forget	forgot	{ forgotten, forgot	Lie,	lay	lain,
Forsake	forsook	forsaken	(to recline.)		
Freeze	froze	frozen	Light	lit, R.	lit, R.
Get, be- for-	got, gat	gotten, got	Lose	lost	lost
Gild	gilt, R.	gilt, R.	Make	made	made
Gird, be- en-	girt, R.	girt, R.	Mean	meant	meant
Give,	gave	given	Meet	met	met
for mis-			Mow	mowed	mown, R.
Go, under-	went	gone	Pay, re-	paid	paid
Grave †	graved	graven	Pen,	pent, R.	pent, R.
Grind	ground	ground	(to enclose.)		
Grow	grew	grown	Put	put	put
Hang †	hung	hung	Quit	quit, R.	quit, R.
			Read	read	read
			Rend	rent	rent

* Dare, to challenge, is regular.

† Engrave is regular.

‡ Hang, to take life by hanging, is regular.

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Rid	rid	rid	Smite	smote	smitten
Ride	rode, <i>rid</i>	ridden, <i>rid</i>	Sow,	sowed	sown, R.
Ring	rang, rung	rung	(to scatter.)		
Rise	rose	risen	Speak, be-	{ spoke, } { spake }	spoken
Rive	rived	riven, R.	Speed	sped	sped
Run	ran, <i>run</i>	run	Spell	spelt, R.	spelt, R.
Saw	sawed	sawn, R.	Spend, <i>mis-</i>	spent	spent
Say	said	said	Spill	spilt, R.	spilt, R.
See	saw	seen	Spin	spun, <i>span</i>	spun
Seek	sought	sought	Spit,	spit, <i>spat</i>	spit
Seethe	sod, R.	sodden, R.	Split	split	split
Sell	sold	sold	Spread, be-	spread	spread
Send	sent	sent	Spring	{ sprang, } { sprung }	sprung
Set, be-	set	set	Stand,	stood	stood
Shake	shook	shaken	with- etc.		
Shape, <i>mis-</i>	shaped	shapen, R.	Steal	stole	stolen
Shave	shaved	shaven, R.	Stick	stuck	stuck
Shear	sheared	shorn, R.	Sting	stung	stung
Shed	shed	shed	Stride, be-	{ strode, } { strid }	stridden, strid
Shine	shone, R.	shone, R.	Strike	struck	{ struck, } { stricken }
Shoe	shod	shod	String	strung	strung
Shoot	shot	shot	Strive	strove	striven
Show	showed	shown, R.	Strow, be-	strowed	strown, R.
Shrink	{ shrunk, } { shrink }	shrunk	Swear	{ swore, } { sware }	sworn
Shred	shred	shred	Sweat	sweat, R.	sweat, R.
Shut	shut	shut	Sweep	swept	swept
Sing	sang, sung	sung	Swell	swelled	swollen, R.
Sink	sunk, <i>sank</i>	sunk	Swim	{ swam, } { swum }	swum
Sit	sat	sat	Swing	swung	swung
Slay	slew	slain	Take,	took	taken
Sleep	slept	slept	be- <i>mis- re-</i>		
Slide	slid	{ slidden, slid }			
Sling	slung, <i>slang</i>	slung			
Slink	slunk	slunk			
Slit	slit	slit, R.			

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Teach	taught	taught	Wear	wore	worn
Tear	tore, <i>tare</i>	torn	Weave	wove	woven
Tell	told	told	Weep	wept	wept
Think, <i>be-</i>	thought	thought	Wet	wet, R.	wet, R.
Thrive	{ thrived, } { <i>throve</i> }	thriven, R.	Whet	whet, R.	whet, R.
Throw	threw	thrown	Win	won	won
Thrust	thrust	thrust	Wind	wound, R.	wound
Tread	{ trod, } { <i>trode</i> }	trodden,	Work	wrought, R.	wrought, R.
Trod		trod	Wring	wrung, R.	wrung
Wax	waxed	waxen, R.	Write	wrote	written

1. A redundant verb is one whose past tense or past participle is formed regularly as well as irregularly. See those marked R in the preceding list.

2. A defective verb is one that lacks either the past tense or the past participle, or both.

364.

LIST OF DEFECTIVE VERBS.

<i>Pres. T.</i>	<i>Past T.</i>	<i>Pres. T.</i>	<i>Past T.</i>
Can	could.	Shall	should.
May	might.	Will	would.
Must	_____	Wis	wist.
Ought	_____	Wit }	wot.
Quoth	_____	Wot }	
Must	_____		

Beware—used only in the imperative mode or as an infinitive.

365. Verbs are modified to express **mode, tense, person and number, and voice.**

I. **Mode** is a modification of the verb by which the *nature of the assertion* is affected.

1. The indicative mode is that form of a verb used to assert something as a fact.

2. The potential mode is that form of a verb used to assert something as possible, contingent, obligatory, or necessary (172).

3. The **subjunctive mode** is that form of a verb used to assert something as merely thought of (220).

4. The **imperative mode** is that form of a verb used to assert something as a command.

II. Tense is a modification of the verb for the purpose of expressing *time*. (See page 85.)

1. The **present tense** is that form of a verb used to denote present time.

2. The **past tense** is that form of a verb used to denote past time.

3. The **future tense** is that form of a verb used to denote future time.

4. The **present perfect tense** is that form of a verb used to represent something as completed or perfected at the present time.

5. The **past perfect tense** is that form of a verb used to represent something as having been completed at or before some definite past time.

6. The **future perfect tense** is that form of a verb used to represent that something will have been completed at or before some definite future time.

III. Person and number are modifications of the verb for the purpose of showing its agreement with the subject (192).

The verb has three persons and two numbers, the same as nouns.

IV. Voice is a modification of transitive verbs for the purpose of representing the subject as acting, or as receiving the action.

1. The **active voice** is that form of a verb used to represent the subject of the verb as acting upon an object (209).

2. The **passive voice** is that form of a verb used to represent the subject as receiving the action (210).

366. The **conjugation of a verb** is the systematic arrangement of its different modes, tenses, persons, and numbers.

1. The principal parts of a verb are the *present tense* (or root), the *past indicative*, the *present participle*, and the *past participle*.

2. The **common form** of a verb is that which is used in the simplest form of assertions, in the different modes and tenses.

3. The **progressive form** of a verb is that which is used to represent the action as continuing (202).

4. The **passive form** of a verb is that which is used to represent the subject as receiving the action (207).

5. The **emphatic form** of a verb is that which is used to assert something with emphasis (212). [It is used only in the present and past indicative.]

6. The **interrogative form** of a verb is that which is used to ask a question.

7. The **negative form** of a verb is that in which the verb is made to *deny* by using with it the word *not*, or some other negative adverb (216).

8. **Auxiliary** (or helping) verbs are certain forms which are prefixed to the *principal parts* of verbs to form the compound tenses. Only the forms of the present and past tenses of the auxiliaries are so used (214).

V. ADVERBS.

367. An **adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb.

1. A **simple adverb** is one that directly modifies the meaning of a verb, an adjective, or an adverb (261).

Simple adverbs are divided into four classes—adverbs of time, adverbs of place, adverbs of degree, and adverbs of manner (265–269).

1. An **adverb of time** is one that answers to the question *When?* *How long?* or *How often?*

2. An **adverb of place** is one that answers to the question *Where?* *Whither?* or *Whence?*

3. An **adverb of degree** is one that answers to the question *How much?* *In what degree?* *To what extent?*

4. An **adverb of manner** is one that answers to the question *How?* or *In what way?*

2. An **interrogative adverb** is one used to ask a question with reference to time, place, or manner (262).

3. A **conjunctive adverb** is one used to introduce an adverbial clause and connect it to the word which the clause modifies (263).

4. A **modal adverb** is one that changes or modifies the meaning of an entire clause (264).

VI. PREPOSITIONS.

368. A **preposition** is a word used to introduce a phrase and show the relation of its object to the word which the phrase modifies (24).

Prepositions have no modifications. See partial list, Exercise 161. The *particular relation* which they show is determined by their meaning.

VII. CONJUNCTIONS.

369. A **conjunction** is a word used to connect words, phrases, clauses, or sentences.

370. According to their *use* in connecting elements of the *same rank* or of *different rank*, conjunctions are distinguished as **co-ordinate** and **subordinate**.

1. A **co-ordinate conjunction** is one that connects elements of equal rank (295).

2. A **subordinate conjunction** is one that introduces or connects a subordinate clause to a principal sentence (297).

Correlative conjunctions are those that are used in pairs (299).

371. Conjunctions may also be classified as *copulative* and *disjunctive*.

1. A **copulative conjunction** is one that denotes an addition, a supposition, or a cause.

2. A **disjunctive conjunction** is one that denotes opposition of meaning.

VIII. INTERJECTIONS.

372. An **interjection** is a word used independently to express surprise or emotion.

373. **Responsives**.—Yes and no, when used as answers to questions, are called **responsives**.

374. **Anticipative Subjects**.—There and it, when used simply to introduce a sentence, are called **anticipative subjects**. There is called a word of *euphony*, and it an *indefinite pronoun*.

II. THE SENTENCE.

I. CLASSIFICATION OF SENTENCES.

375. A **sentence** is a collection of words so arranged as to express a thought.

376. Sentences may be *classified* according to their **use**, and according to their **structure**.

I. According to use, sentences are classified as *declarative, interrogative, imperative, and exclamatory* (61).

1. A **declarative sentence** is one that states or declares something.
2. An **interrogative sentence** is one that asks a question.
3. An **imperative sentence** is one that expresses a command.
4. An **exclamatory sentence** is one that expresses an exclamation.

II. According to structure, sentences are classified as *simple, complex, and compound*. (Lesson XLVII.)

1. A **simple sentence** is one that consists of a single statement (321).
2. A **complex sentence** is one that contains a principal sentence and one or more subordinate clauses (325).
3. A **compound sentence** is one that consists of two or more coordinate sentences connected by a conjunction expressed or understood (331).

II. THE ELEMENTS OF A SENTENCE.

377. An **element** of a sentence is a word, phrase or clause, which performs a *specific office* in the sentence.

378. The **elements of a sentence** are classified, according to rank, according to structure, and according to use.

I. According to rank, the elements of a sentence are classified as *principal, subordinate, and independent* (318).

379. The **principal elements** are the *grammatical subject* and the *grammatical predicate*.

1. The **subject of a sentence** is the part which mentions that about which something is said.

2. The **predicate of a sentence** is the part which states what is said about the subject.

380. The **subordinate elements** of a sentence are *modifiers* and *complements*.

1. A **modifier** is an element used to limit or modify the meaning of another element.

2. A **complement** is an element used to complete the assertion made by a verb. Complements are of two classes :

(1.) An **objective complement** is one that receives the action expressed by a transitive active verb.

(2.) An **attributive complement** is one that explains, or expresses some quality of, the subject. It can follow only an incomplete intransitive verb (169).

381. An **independent element** is one that is not grammatically dependent upon any other element.

II. According to structure, the elements of a sentence are classified as *word elements*, *phrase elements*, and *clause elements*.

1. A **word element** is a word which, by itself, is a principal, subordinate, or independent element.

2. A **phrase element** is a phrase used as a principal, subordinate, or independent element.

A **phrase** is a combination of two or more words grammatically related but not forming a sentence.

1. A **prepositional phrase** is one that consists of a preposition and its object, together with any modifiers, complements or attributes (285).

2. A **participial phrase** is one that consists of a participle and its object or modifiers (248).

3. An **infinitive phrase** is one that consists of an infinitive and its object or modifiers (256).

3. A **clause element** is a sentence used as a principal or subordinate element of another sentence (326).

III. According to office, the elements of a sentence are classified as *substantive, affirmative, adjective, and adverbial* (320).

1. A substantive element is a word, phrase or clause, used as a noun.

2. The affirmative element is always a verb.

3. An adjective element is a word, phrase, or clause, used as an adjective.

4. An adverbial element is a word, phrase, or clause, used as an adverb.

III. RULES OF SYNTAX.

1. *A noun or a pronoun used as the subject of a verb must be in the nominative case (95, 129).*

2. *A noun or a pronoun used as the complement of an intransitive or passive verb must be in the nominative case (96, 130).*

3. *A noun or a pronoun used as the object of a transitive verb or of a preposition must be in the objective case (99, 131).*

4. *A noun or a pronoun used to limit another noun by denoting possession, origin, or fitness, must be in the possessive case.*

5. *A noun or a pronoun in apposition must agree in case with the noun or pronoun which it explains (107).*

6. *A pronoun must agree with its antecedent in gender, person, and number (125).*

7. *An adjective modifies a noun or a pronoun.*

8. *A verb must agree with its subject in person and number.*

9. *An adverb modifies a verb, an adjective, or an adverb.*

10. *A preposition introduces a phrase and shows the relation of its object to the word which the phrase modifies.*

11. *A conjunction connects words, phrases, clauses, or sentences.*

12. *An interjection has no grammatical relation to the other words in the sentence.*

13. *A participle is used as a noun or as an adjective.*

14. *An infinitive is used as a noun, an adjective, or an adverb.*

III. RULES FOR THE USE OF CAPITALS.

1. **Begin the first word of every sentence with a capital.**
2. **Begin the first word of every line of poetry with a capital.**
3. **If the words, phrases, or clauses of a series are separately numbered, each should begin with a capital. Thus,**

Prizes will be awarded : 1. For the best composition ; 2. For the best declamation ; 3. To the pupil who has the best record for the term.

4. **Begin with a capital the first word of a quotation, precept, or question, if introduced in a direct form. Thus,**

(*Direct.*) Longfellow says, "Learn to labor and to wait."

(*Indirect.*) Longfellow says that we should "learn to labor and to wait."

(*Direct.*) Remember the old maxim: "Honesty is the best policy."

(*Indirect.*) Remember that "honesty is the best policy."

(*Direct.*) The question is, "Why do you not attend to your work?"

(*Indirect.*) I desire to know why you do not attend to your work.

5. Begin every proper noun with a capital.

6. Begin with capitals words derived from proper names.

7. Begin with capitals all appellations of God and of Jesus Christ.

8. Begin with capitals titles of honor and respect. Thus,

My dear Sir: My dear Smith: My dear Friend: Professor Brown:
The President: His Honor the Mayor.

9. Write with capitals the pronoun I and the interjection O.

10. Begin with a capital common nouns when personified.
Thus,

There shall be love, when genial Morn appears,
Like pensive Beauty, smiling in her tears.

11. Begin with a capital names of religious denominations.
Thus,

The Mohammedans and the Hindoos are religious sects of India.

In England, the Presbyterians, the Methodists, the Baptists, and the Unitarians, are called Dissenters.

12. Begin with a capital the names of the days of the week and the months of the year.

13. Begin with a capital the important words in the subject of a composition.

14. Begin with a capital words of primary importance if they indicate some great event or remarkable change in religion or government. Thus,

The War of Independence, the Reformation, the Revolution, the Rebellion.

15. Begin with a capital the words North, South, East, and West, when they denote a section of the country. Thus,

We spend our summers North and our winters South.

Boston is east of San Francisco. Boston is in the East and Chicago in the West.

IV. RULES FOR PUNCTUATION.

I. THE PERIOD (.).

1. Place a period at the end of every declarative or imperative sentence.

2. Place a period after every abbreviated word. Thus,

Amt. Cr. Esq. Gov. Hon. Mr. U. S.

3. Place a period after every title or heading. Thus,

The Legend of Sleepy Hollow.

Section III. Analysis and Synthesis.

II. THE INTERROGATION POINT (?).

4. Place an interrogation point after every interrogative sentence. Thus,

Are you fond of skating?

What, confine me? Am I a truant schoolboy?

III. THE EXCLAMATION POINT (!).

5. Place an exclamation point at the end of every exclamatory sentence. Thus,

Traitor! coward! turn and flee!

Beware! beware! the rapids are below you!

6. Place an exclamation point after every interjection. Thus,

Indeed! I did not think so.

The sea! the sea! the open sea!

a. If the interjection forms a part of a sentence, the exclamation point should be placed at the end of the sentence. Thus,

O, that death should dwell

In such a gorgeous palace!

IV. THE COMMA (,).

7. Place a comma after each word in a series of words alike in grammatical construction. Thus,

Honor, wealth, duty, safety, are the leading motives of men.

Nouns denoting measure, quantity, weight, time, value, distance, are often used adverbially.

a. If the last word of the series is preceded by a conjunction, a comma is not placed after it. Thus,

Honor, wealth, duty, and safety are the leading motives of men.

Reputation, virtue, and happiness depend greatly on the choice of companions.

b. If the words in the series are severally connected by conjunctions, a comma is not used. Thus,

Industry and honor and temperance are essential to happiness.

The mountains are grand and tranquil and lovable.

c. If only one word follows the series, a comma is not placed after the last word of the series. Thus,

We were surrounded with a dense, damp, moist, unpleasant atmosphere.

The President was a brave, pious, patriotic man.

d. If the series is composed of pairs of words, a comma is placed after each pair. Thus,

I am Alpha and Omega, the beginning and the end, the first and the last.

A Christian spirit may be shown toward Greek or Jew, male or female, friend or foe.

8. Place a comma after each phrase or clause, in a series of phrases or clauses alike in grammatical construction. Thus,

From the North, from the South, from the East, from the West, they came in great numbers.

When I was a child, I spake as a child, I understood as a child, I thought as a child.

9. A parenthetical word, phrase, or clause, is separated from the rest of the sentence by commas. Thus,

Come, then, and let us reason together.

It is mind, after all, which does the work of the world.

Study, I beseech you, to store your mind with useful knowledge.

10. Words, phrases, and clauses used out of the natural order, are usually separated from the rest of the sentence by commas. Thus,

Of all our senses, sight is the most important.

Zeal, when tempered by discretion, is irresistible.

11. (1.) A relative clause which simply explains its antecedent, is separated from the rest of the sentence by a comma or commas. Thus,

The eye, which sees all things, cannot see itself.

Avoid rudeness of manners, which must hurt the feelings of others.

(2.) If the relative clause restricts the meaning of the antecedent, no comma is used. Thus,

He who steals my purse steals trash.

Every teacher must love a pupil who is truthful and well-behaved.

12. Words or phrases contrasted are separated by commas. Thus,

Prudence, as well as courage, is necessary to overcome obstacles.

Learning is the ally, not the adversary, of genius.

13. Expressions denoting persons or things addressed are separated from the rest of the sentence by commas. Thus,

Rejoice, O young man, in thy youth.

I rise, Mr. President, to a point of order.

14. The members of a compound sentence are usually separated by a comma, when one of them expresses the condition upon which the other statement is made. Thus,

Make men intelligent, and they become good citizens.

Be studious and diligent, and you will become learned.

15. A quotation closely connected in grammatical construction, is separated from the rest of the sentence by a comma. Thus,

The old man said, "All work and no play makes Jack a dull boy."
Remember, "Of two evils the less may always be chosen."

16. Place a comma after a subject and its modifiers, only when it is necessary to prevent ambiguity. Thus,

He who stands on etiquette merely, shows his own littleness.
The streams of small pleasures fill the lake of happiness.

17. Words and phrases in apposition, are separated from each other and from the rest of the sentence by commas, unless they may be regarded as a proper name, or a single phrase. Thus,

Hope, the balm of life, soothes us under every misfortune.
Scott, the great novelist, believed in Christianity.
The poet Longfellow was beloved by the young.
He himself can never approve of his own act.

18. Place a comma where a word is understood, unless the connection is very close. Thus,

Conversation makes a ready man ; writing, an exact man.
To err is human ; to forgive, divine.

GENERAL RULE.—Commas should be used to prevent ambiguity and to assist in presenting more clearly the thought contained in the sentence.

V. THE SEMICOLON (;).

19. Place a semicolon between the two clauses of a compound sentence, if one is complete in itself and the other added for the sake of contrast or explanation. Thus,

Some persons make a long story short ; but most persons make a short story long.

Make the best use of your time ; for the loss of it can never be regained.

20. The members of a compound sentence are separated by a semicolon, if either member contains elements separated by commas. Thus,

Now abideth faith, hope, charity, these three ; but the greatest of these is charity.

It is the first point of wisdom to avoid evils ; the second, to make them useful.

21. Two or more clauses having a common grammatical relation, are usually separated by semicolons. Thus,

To give an early preference to honor above gain ; to despise every advantage which cannot be attained without dishonest arts ; to brook no meanness and stoop to no dissimulation,—are the indications of a great mind.

22. When the members of a compound sentence are but slightly connected in thought or construction, they are separated by semicolons. Thus,

I was an American ; I shall live an American ; I shall die an American.

Wisdom is the principal thing ; therefore get wisdom ; and with all thy getting get understanding

23. Place a semicolon before *as* and *namely*, when they precede an example or specification of particulars. Thus,

Pronouns used to denote the person or persons speaking, are said to be of the first person ; as, I, my, me, we, our, us.

We have three great bulwarks of liberty ; namely, schools, newspapers, and the ballot-box.

VI. THE COLON (:).

24. If the first member of a compound sentence is followed by some remark or illustration that is not introduced by a conjunction, the clauses are separated by a colon. Thus,

Never flatter people : leave that to such as mean to betray them.

Good temper is like a sunny day : it sheds a brightness over every thing.

25. The two principal members of a compound sentence are separated by a colon, if either of them contains members or clauses separated by a semicolon. Thus,

Homer was the greater genius ; Virgil, the better artist : in the one, we most admire the man ; in the other, the work.

The quality of mercy is not strained ;
It droppeth as the gentle rain from heaven
Upon the place beneath : it is twice blessed ;
It blesses him that gives and him that takes.

26. Place a colon after the formal introduction of a quotation, speech, or series of particulars. Thus,

Remember this precept : Do unto others as you would that others should do unto you.

Mr. President : I am not prepared at this time to contradict the gentleman's statement, etc.

There are four modes : namely, the indicative, the potential, the subjunctive, and the imperative.

27. A colon should be placed after *yes* or *no*, when followed by a statement in continuation or repetition of the answer. Thus,

Yes : You can do it : You have done it.
Will you go with me ? Yes : I will go.

VII. THE DASH (—).

28. Place a dash where a sentence breaks off abruptly or when there is a sudden turn in the thought. Thus,

If you will give me your attention I will explain the—what are you laughing at ?

He sometimes counsel takes—and sometimes snuff.

29. The dash is sometimes used before a statement of particulars. Thus,

There were four boys in the boat—John, James, Henry and Edward.

VIII. THE PARENTHESIS ().

30. An expression occurring in the body of a sentence and nearly or quite independent of it in meaning, may be inclosed in a parenthesis. Thus,

Know then this truth (enough for man to know),
Virtue alone is happiness below.

I have seen charity (if charity it may be called) insult with an air of pity.

IX. QUOTATION MARKS (" ").

31. (1.) Expressions and passages belonging to another, when introduced into one's own composition, should be inclosed in quotation marks. Thus,

The saying, "Honesty is the best policy," is not a moral precept.

(2.) A quotation within a quotation requires only single marks. Thus,

Trench well says, "What a lesson the word 'diligence' contains!"

X. THE APOSTROPHE (').

32. The apostrophe is used to denote the omission of a letter or letters, and as the sign of the possessive case. Thus,

What's in a name?
Let all the ends thou aim'st at be thy country's,
Thy God's, and truth's.

XI. THE HYPHEN (-).

33. The hyphen is used to separate the parts of a compound word, and at the end of a line when one or more syllables of a word are carried to the beginning of the next. Thus,

Twenty-one good-natured, bright-eyed, mischievous pupils are in this class.

The hyphen should never be used at the end of a line to divide a syllable; the part of the word carried forward to the next line must be one or more whole syllables.

NOMINATIVE CASE ABSOLUTE.

A **noun** or a **pronoun**, with a participle, whose case depends on no other word, is in the **nominative absolute**; as,

Our task being done, we went home.

The company having arrived, we sat down to dinner.

This may be regarded as an abridged form for a dependent clause; as,

When our task was done we went home.

We sat down to dinner *when the company arrived*.

When the substantive refers to the same person or thing as the subject of the principal verb, the independent phrase may be changed for a **participial adjunct**; as,

Having finished our task, we went home.

NOMINATIVE CASE INDEPENDENT.

A **noun** or **pronoun** used simply *in address* is in the **nominative independent**; as, "*Plato*, thou reasonest well." When in construction with a pronoun that represents it in the same sentence, as in the preceding example, it is in some sense in *apposition* with the pronoun. In the following, "*There is no terror, Cassius, in your threats,*" *Cassius* is simply in *nominative independent by direct address*.

ADVERBIAL OBJECTIVE.

The second or **indirect object** of certain verbs, as in sections 314 and 315, is properly an *adverbial element*, as it limits or *restricts* the action of the verb and *does not receive* the act. It may be called an **adverbial objective**. (See larger grammar.)

SUBJECT OF THE INFINITIVE.

Every infinitive or participle expresses the act, being or state of some person or thing (its subject), but the subject is often general or unimportant, or unknown, and its case is determined by the relation of the phrase to the principal verb.

An infinitive, as the subject or the object of a verb, sometimes has a **subject of its own** in the **objective case**; as (Subject), "*For them to retreat* was impossible." (Object), "I know *him to be an honest man.*" In either case, the infinitive with its subject is an abridged

dependent clause: "*That they should retreat,*" etc., "I know *that he is an honest man.*"

The entire phrase (in such cases practically a **clause**) including the subject should be parsed as *subject* or *object* of the *principal verb*. In the example "*I know him to be an honest man,*" *him* is not the *object* of *know*, but the *subject* of *to be*, and the word *man* following is *attribute complement* and in the *objective case* to agree with *him*.

CASE OF PREDICATE NOUNS.

A **predicate noun** (or **pronoun**), after an *incomplete intransitive verb* (169), must be in the *same case* as the *subject*. Particular attention must be paid to this in the use of the *infinitives*. Examples: *It was not he*, though I supposed *it* to be *him*. He thought *it* to be *me*. It is *I*. *Whom* do you suppose the man to be? Do you know *who* it is? *Who* (not *whom*) do men say that I am?

THE RELATIVE PRONOUN WHAT.

As the "*antecedent* of this pronoun is never expressed," it has strictly in modern English *no antecedent*. Its idiomatic use should be recognized, and it would be better, perhaps, to parse it as an **adjective pronoun** (140) [it was originally an *interrogative adjective*], and to regard its *entire clause* as *subject* or *object* of the *principal verb*; as, I do not believe *what has been said*. (Object.) *What he said* is most true. (Subject.) This is in exact analogy with the use of *what* as an *interrogative*; as,

Interrogative.—What do you want?

Conjunctive.—I know *what I want*.

III. TABLE OF ADJECTIVES.

ADJECTIVES —CLASSES.	1. QUALIFYING OR DESCRIPTIVE	as, { Sweet. Amusing. English.	
	2. LIMITING	Articles	{ Definite..... <i>The</i> . Indefinite.. { <i>A</i> , before a consonant. <i>An</i> , before a vowel.
		Numeral.....	{ Definite.. { Cardinal, as One. Ordinal, " First. Indefinite Few, many.
		Distributive.....	Each, every
		Demonstrative.....	This, that.

IV. TABLE OF THE VERB.

VERBS.	USE.....	{	<i>Transitive,</i>	{	ACTIVE, PASSIVE.	}	Indicative ..	{	Present. Past. Future. Pres. Per. Past Per. Fut. Per.	{	Sing. Plural.
	FORM...	{	<i>Regular, Irregular, Redundant, Defective,</i>	{	Write, Writing, Wrote, Written.	}	Potential ...	{	Present. Past. Pres. Per. Past Per.	{	1. Pers. 2. Pers. 3. Pers.
	CONNECTION.	{	<i>Auxiliary; as,.....</i>	{	Have, Be, May, Can, Must, Shall, Will.	}	Imperative Present.	{	Present. Pres. Perfect	{	Present. Past. Past Perfect
							VERBALS.	{	Infinitives ..	{	Present. Pres. Perfect
								{	Participles .	{	Present. Past. Past Perfect

V. TABLE OF ADVERBS.

ADVERBS (CLASSES).	1. Simple.....	1. Time	as, Now, then, when, often.
		2. Place	" Here, there, whither.
		3. Degree	" Very, almost, partly.
		4. Manner	" Justly, bravely, slowly.
	2. Interrogative		" How? why? when?
	3. Conjunctive Adverbs.....		" Where, when.
	4. Modal		" Not, perhaps, probably

VI. TABLE OF PREPOSITIONS.

The Prepositions have no modifications, and their use and office in a sentence are determined by their meaning. They may be classified as showing relation, as follows:

PREPOSITIONS EXPRESS RELATIONS OF	1. PLACE	<i>Rest in</i>	as, He is <i>in</i> the house.
		<i>Motion to or from</i> ..	" He went <i>into</i> the house.
		<i>Rest or motion</i>	" <i>Over</i> .
	2. TIME.....	<i>Time and place</i>	" <i>At</i> noon, <i>at</i> the table.
		<i>Time only</i>	" <i>Till</i> noon.
	3. AGENT OR INSTRUMENT		" <i>By</i> his power.
	4. CAUSE		" <i>For</i> my sake.
	5. MISCELLANEOUS IDEAS..	<i>Separation</i>	" <i>Without</i> .
		<i>Inclination</i>	" <i>For</i> .
		<i>Aversion</i>	" <i>Against</i> .
		<i>Substitution</i>	" <i>Instead of</i> .
		<i>Possession</i>	" <i>Of</i> .
		<i>Reference</i>	" <i>Touching</i> .
		<i>Opposition</i>	" <i>Against</i> .

VII. TABLE OF CONJUNCTIONS.

CONJUNCTIONS.	1. USE.....	<i>Co-ordinate</i>	{ Connecting similar elements..... }	as, { Words. Phrases. Clauses. Sentences.
		<i>Subordinate</i>	Connecting limiting clauses to principal.	
		<i>Correlative</i> (§99).	{ Co-ordinate Subordinate }	used in pairs.
	2. MEANING.	<i>Copulative</i>	Connective	as, { And, also, likewise. Moreover, for, etc.
			Continuative ..	" { Before, where, after, if unless, until, etc.
		<i>Disjunctive</i>	Distributive ...	" { Or, nor. Either, neither.
			Adversative ...	" { But, nevertheless. Yet, still, whereas, etc

VIII. TABLE OF THE PARTS OF SPEECH.

The Parts of Speech and their most common modifications may be presented at one view, as follows:

FIRST CLASS: PRINCIPAL ELEMENTS.									
	Nouns..	Common...	Class names.		Gender...	Masc.			
			Collective nouns.						
			Abstract.						
			Verbal.						
	Proper.....		(Particular individuals).		Person ..	First.			
					Number..	Sing.			
					Case.....	Nomin.			
	Pronouns.....		Personal.			Simple.			
			Conjunctive.						
			Absolute possessive.						
			Interrogative.						
			Adjective.....			Compound.			
	Verbs...	Use.....	Transitive.....	Active.		Indicative.			
			Intransitive.	Complete.					
		Form... ..	Regular.	Incomplete.		Potential.			
		Connection.	Principal.	Verbals.		Subjunctive			
	Adjectives		1. Qualifying or Descriptive.			Articles...			
	Adverbs.....		2. Limiting... ..			Numeral...			
	Conjunctions		Use.....			Co-ordinate.			
	Prepositions.....		Meaning.....			Subordinate.			
	Interjections, — various emotions.					Correlative.			
	Expletives, or Words of Euphony (374).					Copulative.			

Tenses, etc.

IX. ELEMENTS OF THE SENTENCE.

ELEMENTS OF A SENTENCE.	1. Rank	PRINCIPAL.....	{ Subject. Predicate.		
		SUBORDINATE.....	{ Modifiers.....	{ Adjective. Adverbial.	
		INDEPENDENT.....	{ Complements....	{ Objective. Attributive.	
	2. Structure		Interjections. Responsives. Anticipative subjects. (Conjunctions.)		
		WORDS.....	All the parts of the speech except Conjunctions and Prepositions.		
		PHRASES	{ Prepositional. Participial. Infinitive.		
		CLAUSES used as.....	{ Subjects. Complements. Modifiers.		
	3. Office	(SUBSTANTIVE. AFFIRMATIVE. ADJECTIVE. ADVERBIAL.	{ Words, Phrases, or Clauses,	{ used as { Nouns. Verbs (words only). Adjectives. Adverbs.	

OR

ELEMENTS OF A SENTENCE.	Principal.....	GRAMMAT. SUBJECT ..	{ Words. Phrases. Clauses.		
		GRAMMAT. PREDICATE ..	(Verb.)		
	Subordinate .	COMPLEMENTS.....	{ Objective. Attributive.	{ Words. Phrases Clauses.	
		MODIFIERS.....	{ Adjective. Adverbial.		
		INDEPENDENT (or At- tendant)	{ Connectives. Words of Euphony. Interjections.		

X. CLASSIFICATION OF SENTENCES.

SENTENCES.	Form or Use.	DECLARATIVE. INTERROGATIVE. IMPERATIVE. EXCLAMATORY.			
	According to Structure.	SIMPLE.....	{ Subject. Predicate.....	{ Modifiers. Complements.	
		COMPLEX.....	{ Principal Sentence.	{ Adjective. Adverbial. Objective. Attributive. Subject of Sentence.	
			{ Subord. Clause.		
		COMPOUND.....	{ Co-ordinate..... (Members).		
			{ Contracted (340).	{ Compound in Subject. Predicate. Complements. Modifiers.	

DIAGRAMS.

THE following diagrams are designed to exhibit to the eye, by a simple system of notation, the several classes and forms of sentences, with their various modifications, and to afford models for practical exercises.

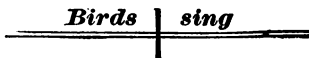
The *grammatical subject* and *grammatical predicate* are written over a double line, and separated from each other by a heavy vertical line, as in No. 1. A complement of the predicate is written after the verb, over a single line, and, if an object, is separated from it by a light vertical line, as in No. 2; if an adjective, a horizontal bar cuts this line, as in No. 3; if a noun, a double bar, as in No. 4.

Limiting words, phrases or clauses are attached by a vertical line underneath, to the word limited, and the *single* line upon which the limiter is written opens to the left, or to the right, according as the limiter comes in construction before or after the element which it limits. See Nos. 5, 6, 7, 8. Subordinate elements are shown to be limited in the same way. See Nos. 9, 10, 11. The relation intended to be shown will be evident, for the most part, without further explanation.

I. SIMPLE SENTENCES.

1. Birds sing.

1.



2. Birds build nests.

2.



3. Honey is sweet.

3.

Honey | *is* | *sweet*

4. Violets are flowers.

4.

Violets | *are* | *flowers*

5. Large ships sail rapidly.

5.

ships | *sail**Large**rapidly*

6. The leaves of the trees rustle in the wind.

6.

Leaves | *rustle**The**of* | *trees**in* | *wind**the**the*

7. The old oaken bucket hangs in the well.

7.

bucket | *hangs**oaken**in* | *well**old**the**The*

8.

king | *was* | *man**The**brave**pious**patriotic**a*

9. The melodious notes of the organ were heard through the aisles of the cathedral.

10. Remember now thy Creator, in the days of thy youth.

9.

notes | *were heard**melodious**of* | *organ**through* | *aisles**The**the**the**of* | *cathedral**the*

10.

× | *Remember* | *Creator**now**in* | *days**thy**the**of* | *youth**thy*

11. I always know the postman's ring.

12. The laboring men demand a full day's pay for eight hours' work.

11.

I	know	ring
	always	postman's
		the

12.

men	demand	pay
laboring	for work	day's
The	hours'	full
	eight	a

13. To whom did you give your flowers?

14. I gave my flowers to my mother.

13.

you	did give	flowers ?
	To whom	your

14.

I	gave	flowers
	to mother	my
	my	

15. What beautiful flowers you have !

16. Listen attentively to the explanation.

15.

you	have	flowers ,
	beautiful	
	What	

16.

×	Listen
	attentively to explanation
	the

17. Hope, the balm of life, soothes us under every misfortune.

18. There were light, fleecy clouds floating across the summer sky.

17.

Hope	soothes	us
balm	under	misfortune
the	of life	every

18.

There	clouds	were floating
light		across sky
fleecy		summer
		the

19. The teacher asked me a question.

20. I was asked a question by the teacher.

19.

20.

teacher | *asked* | *me* | *question*
 The | a

I | *was asked* | *question*
 by | teacher | a
 the

21. A word of praise renders him happy.

22. He is rendered happy by a word of praise.

21.

22.

word | *renders* | *him* | *happy*
 A | of | praise

He | *is rendered* | *happy*
 by | word
 a | of | praise

23. The people made him king.

24. He was made king by the people.

23.

24.

people | *made* | *him* | *king*
 The

He | *was made* | *king*
 by | people
 the

25. The principal directed me to dismiss my class.

25.

principal | *directed* | *me* | *to dismiss* | *class*
 The | my

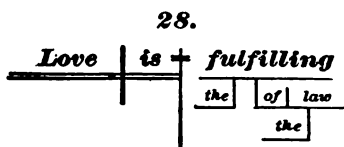
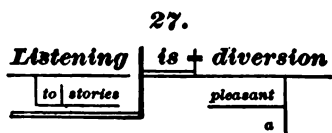
26. I was directed by the principal to dismiss my class.

26.

I | *was directed* | *to dismiss* | *class*
 by | principal
 the | my

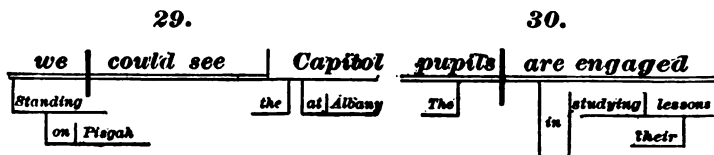
27. Listening to stories is a pleasant diversion.

28. Love is the fulfilling of the law.



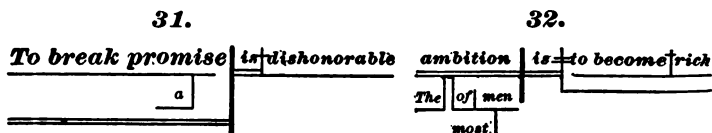
29. Standing on Pisgah, we could see the Capitol at Albany.

30. The pupils are engaged in studying their lessons.



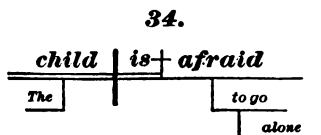
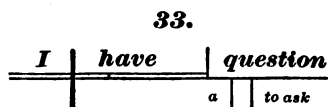
31. To break a promise is dishonorable.

32. The ambition of most men is to become rich.



33. I have a question to ask.

34. The child is afraid to go alone.



II. COMPLEX SENTENCES.

In the complex sentence, the *principal* sentence is to be arranged in the same way as a simple sentence; and if the subordinate clause is a *modifier*, it is annexed in the same way as an adjective or an adverbial phrase. See 35-40.

The elements of the subordinate clause have their *relation to each other* shown just as in a simple sentence of the same construction. When the clause is used as a *subject*, or as an *object*, it is written to show the proper relation to each other of *its own* elements, but takes the usual place of subject or object in the diagram of the principal sentence. See 41, 42.

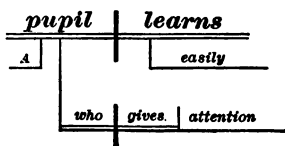
A participial or an infinitive phrase, however, whether as a subject (see 27), an object (see 28), or a limiter (see 29-34), is written over a single line like any subordinate element.

For additional complex sentences for use in analysis and the construction of Diagrams, see Exercises 183, 184.

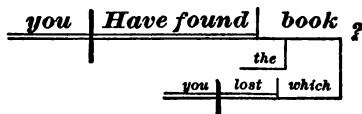
35. A pupil who gives attention learns easily.

36. Have you found the book which you lost?

35.



36.

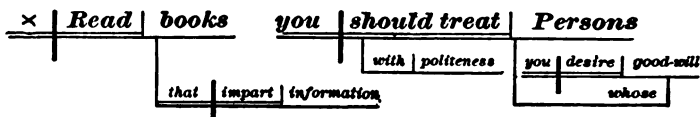


37. Read books that impart information.

38. Persons whose good-will you desire, you should treat with politeness.

37.

38.

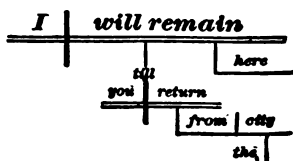
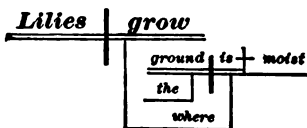


39. Lilies grow where the ground is moist.

40. I will remain here till you return from the city.

39.

40.



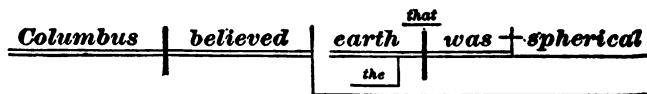
41. When we shall leave this place is uncertain.

41.



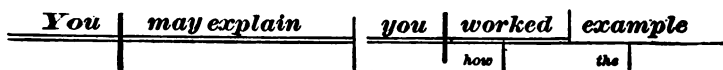
42. Columbus believed that the earth was spherical.

42.



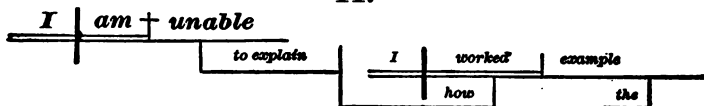
43. You may explain how you worked the example.

43.



44. I am unable to explain how I worked the example.

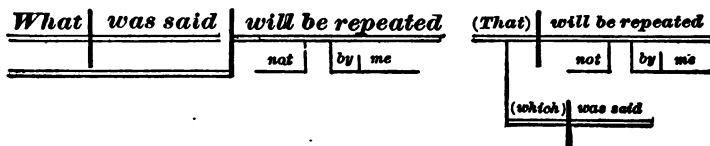
44.



45. What was said will not be repeated by me.

45.

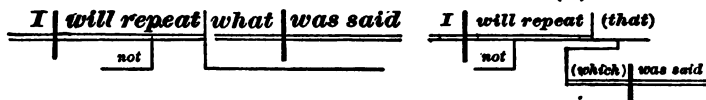
(or)



46. I will not repeat what was said.

46.

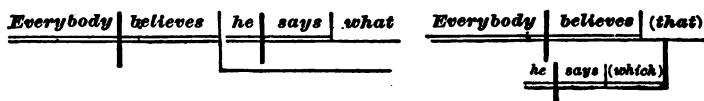
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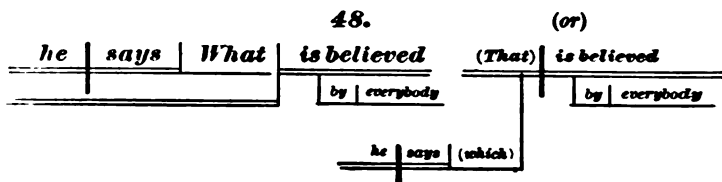
47. Everybody believes what he says.

47.

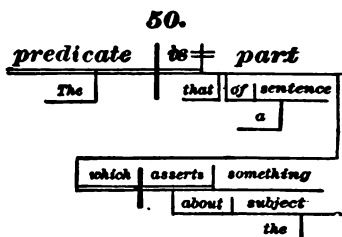
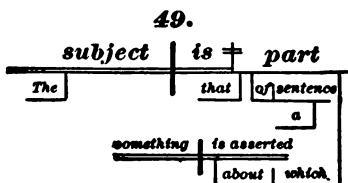
(or)



48. What he says, is believed by everybody.

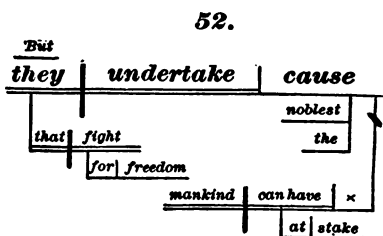
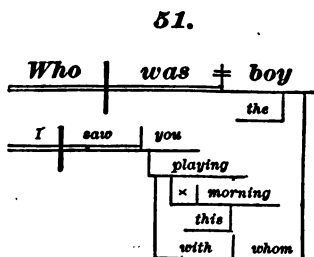


49. The subject is that part of a sentence about which something is asserted.



51. Who was the boy with whom I saw you playing this morning?

52. But they that fight for freedom undertake
The noblest cause mankind can have at stake.

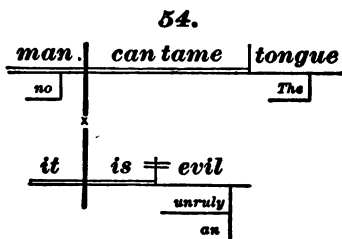
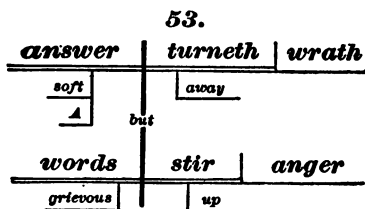


III. COMPOUND SENTENCES.

THE compound sentence is to be diagrammed to show the separate sentences or members of which it is composed, writing the conjunction as shown in No. 53 or 55.

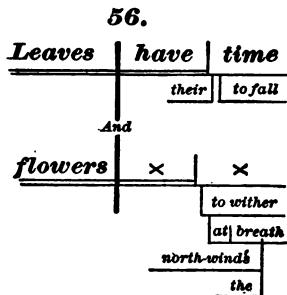
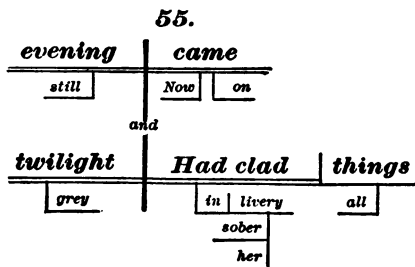
53. A soft answer turneth away wrath, but grievous words stir up anger.

54. The tongue no man can tame; it is an unruly evil.

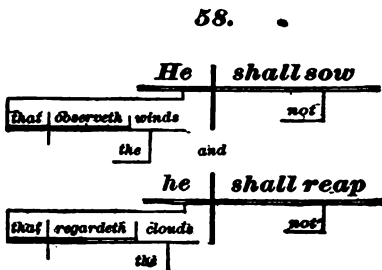
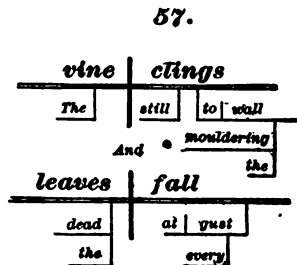


55. Now came still evening on, and twilight grey
Had in her sober livery, all things clad.

56. Leaves have their time to fall
And flowers to wither at the north-wind's breath.

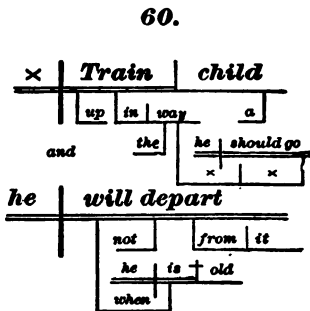
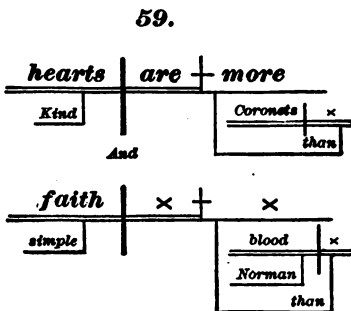


57. The vine still clings to the mouldering wall,
And at every gust the dead leaves fall.



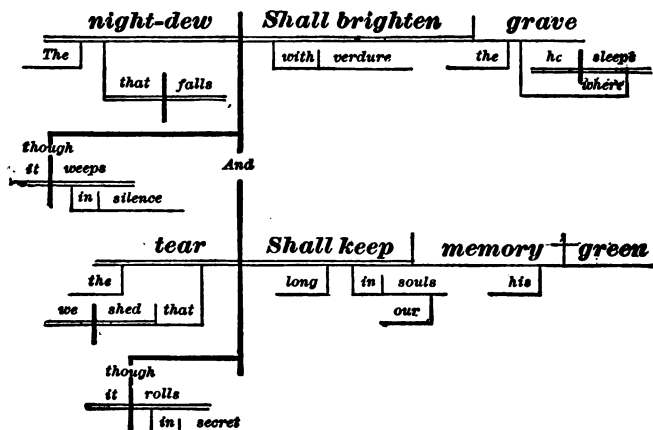
59. Kind hearts are more than coronets,
And simple faith, than Norman blood.

60. Train up a child in the way he should go, and when he is old
he will not depart from it.



61. "The night-dew that falls, though in silence it weeps,
Shall brighten with verdure the grave where he sleeps;
And the tear that we shed, though in secret it rolls,
Shall long keep his memory green in our souls."

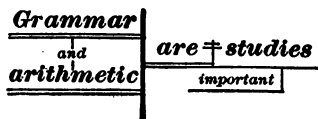
61.



IV. SENTENCES WITH COMPOUND ELEMENTS.

62. Grammar and arithmetic are important studies.
63. The teacher worked and explained the example.

62.



63.



- 70 "Music hath charms to soothe a savage breast,
To soften rocks, or bend a knotted oak."

71. Rowing is a good exercise to strengthen and expand the chest and to harden the muscles.

70.

<i>Music</i>	<i>hath</i>	<i>charms</i>
		to soothe breast
		to savage
		× a
		To soften rocks
		or
		× bend oak
		knotted
		a

71.

<i>Rowing</i>	<i>is</i>	<i>exercise</i>
		good
		and a
		to harden muscles
		to strengthen the
		chest
		and
		× expand the

72. "Books that you may carry to the fire and hold readily in your hand, are the most useful, after all."

73. I remember how I went, whom I met, and what I saw.

72.

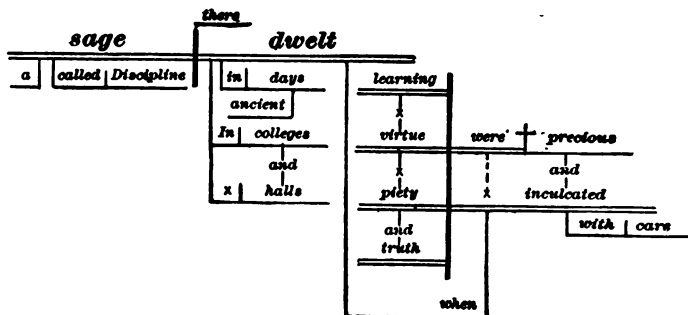
<i>Books</i>	<i>are</i>	<i>useful</i>
may carry	after all most	
to fire		the
the		
and		
× hold		
in hand		
your		
readily		

73.

<i>I</i>	<i>went</i>
	how
<i>I</i>	<i>remember</i>
	met whom
and	
saw	what

74. In colleges and halls, in ancient days, when learning, virtue, piety, and truth, were precious and inculcated with care, there dwelt a sage called Discipline.

74.





The figures in Italic refer to paragraphs.

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